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ABSTRACT

Adult basic education (ABE) teachers and administrators in British Columbia find it difficult to attend an annual conference because they are on short-term contracts or do not have budget or time to travel. A project was conducted to address their need for professional development. During the first part of the project, a needs assessment was conducted. A questionnaire was developed and mailed to about 550 adult education practitioners in British Columbia, with a response rate of about 50 percent. The greatest rate of return was from the northwest region, although the greatest number of replies were received from the Lower Mainland and Vancouver Island. Sixty-two percent of the respondents were instructors, 14 percent combined some instruction with responsibilities for program coordination, another 16 percent were coordinators only, and the remainder were in miscellaneous positions. Fifty-eight percent of the respondents had 1-10 years experience in ABE, and 35 percent had more than 10 years in the field. Almost half of the respondents had never attended an annual conference on ABE. Respondents rated 10 topics most important for their professional development: learner diagnosis and assessment, creating learning materials, strategies for teaching people with learning difficulties, strategies for teaching critical thinking, strategies for teaching reading, strategies for teaching writing, strategies for computer-assisted instruction, counseling topics, strategies for teaching numeracy, and strategies for teaching life skills. Based on this needs assessment, a series of 8 workshops, attended by a total of more than 100 educators, were conducted throughout the province. (The needs assessment instrument and workshop outlines are appended to the report.) (KC)

ED 374 262

REGIONAL PROFESSIONAL DEVELOPMENT and NEEDS ASSESSMENT

PROJECT REPORT

Prepared by
Audrey M. Thomas

for
ADULT BASIC EDUCATION ASSOCIATION OF BRITISH COLUMBIA

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December 1993

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and
NEEDS ASSESSMENT

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-Jeannie Purvis in Dawson Creek
-Jim Bray in Kamloops
-Linda Hackett and the Adult Literacy Contact Centre in Vancouver
-Bob Gadsby and Heather Mitchell in Cranbrook
-Lynn Hunter and Jude Staffanson in Nanaimo

Sandy Middleton of the Adult Literacy Contact Centre was helpful in providing lists and labels for mail-out of questionnaires and other information. Nancy Richardson of the same Centre helped to publicize the workshops in the Centre's monthly Newsletter. Literacy B.C. also announced the fall workshops in its Newsletter.

Several other members of the Association willingly consented to be workshop presenters. This project has been greeted with enthusiasm in most regions of the province, I would like to thank all the presenters who gave of their time and energy to make the project a success. I enjoyed meeting and working with the presenters, the local contact people and the participants.

Finally, thanks to my husband Paul and daughter Vivian who provided their computer expertise at critical junctures throughout the project.

Audrey M. Thomas
Victoria, B.C.
December, 1993

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INTRODUCTION

This project was funded through the federal-provincial literacy cost-shared projects fund for 1992-93. It was a project of the Adult Basic Education Association of British Columbia (ABEABC), which has as its mission:

> *to foster and promote excellence in adult basic education instruction and programming.*

Many people working in Adult Basic Education (ABE), do so on a variety of contracts, many of which are short-lived. It is also a field which attracts many newcomers with little or no previous experience in ABE. In addition, the number of organizations which offer ABE in British Columbia has increased in recent years. Community colleges, school districts, non-profit literacy groups, private training organizations, Native Friendship Centres and Native Colleges are some of the program providers.

The one major professional development event for ABE practitioners in the province has been the Annual Conference and General Meeting of the ABEABC. Yet, many people cannot attend this event, because of the expenses involved in travel and the difficulty of getting time off from teaching.

These factors taken together have meant that many ABE practitioners have little or no opportunity for professional development. The aim of this project was to try to make professional development more accessible by presenting workshops in different regions of the province for people who normally are not able to go to the Annual Conference or cannot participate in other professional development opportunities.

The project was originally to have started in September, 1992, but as the project coordinator was not hired until late November, 1992, the project deadline was extended until the end of 1993 in order for all events to take place. The intent was to have eight workshops - each in a different region of the province (see map). However, as the response rate was low in two contiguous regions, they were combined and a total of seven regional events took place.

This report highlights the main features of the project and is divided into two parts:

- The Needs Assessment
- The Workshops.

FIGURE 1. WORKSHOP REGIONS

PART 1

Needs Assessment

THE NEEDS ASSESSMENT

The Process

Preliminary Meetings

The Centre for Curriculum and Professional Development in Victoria managed a cost-shared project designed to help several projects with a "needs assessment" component. This involved two meetings in Vancouver with resource person Dr. Thomas Sork of the University of British Columbia and Lori McElroy, a management consultant based in Victoria. As these meetings took place before a coordinator had been hired for this particular project, Jim Bray, one of the project managers attended the sessions on behalf of the project.

The information and notes gleaned from those meetings were passed on to the project coordinator, after she had been contracted to work on the project in December, 1992. Lori McElroy was available as a consultant through the month of January, 1993.

Preparation of the Questionnaire

After reading through the literature provided, it seemed that what was required for this project was more an "Interest Inventory" to help in the planning of the potential workshops, rather than a real "Needs Assessment" on "Professional Development". Nevertheless, the term "Needs Assessment" will be used in this report to cover the process involved in developing the questionnaire and in analyzing the responses.

In addition to the material provided by Dr. Sork, there was an ERIC report (Reuys, 1987) which was fairly useful. Also the ABEABC had previously undertaken a survey of paid literacy practitioners to learn more about hiring practices and professional development activities (Brand, 1992). This latter report gave suggested topics and areas for professional development which provided a base to build from in the current project.

The questionnaire was developed after doing this reading. It was then submitted to Lori McElroy for comment, as well as to the two co-managers of the project: Jim Bray and Frank Costello. Lori came to the coordinator's home and some "problem" areas in the questionnaire were discussed. After this meeting, revisions were made, a cover letter was prepared and the questionnaire and letter were sent to the University College of the Cariboo for photocopying and distribution. A copy of the letter and the questionnaire appear at the end of this section together with a short reference list.

TABLE 1 - Respondents to Questionnaire by Region Showing Type of Organization Worked For and Position

Region	Resp N	Work Locations					Work Positions				
		College	School District	Community	Private	Other	Instructor	Coordinator / Instructor	Coordinator	Admin/ Mgmt	Other
Cariboo (1)[1]	6	3	3	--	--	--	3	0	2	1	--
Okanagan (1)	10	7	1	1	--	1	4	4	1	1	--
North Central (1)	18[2]	12	4	1	1	--	11	3	--	2	2
Kootenays (2)	25	24	--	1	--	--	10	5	3	3	4
North East (1)	32[3]	29	--	1	--	2	29	--	1	1	1
North West (1)	28	15	--	3	7	3	16	4	5	2	1
Vancouver Island (3)	49	31	10	6	--	2	28	8	9	1	3
Lower Mainland (5)	105	48	41	1	1	14	68	14	1	11	11
Total	**273**	**169**	**59**	**14**	**9**	**22**	**169**	**38**	**22**	**22**	**22**
Percentage	100	62	22	5	3	8	62	14	8	8	8

Notes: [1] Indicates number of colleges in region.
[2] Actually received 19, but one person filled questionnaire out twice.
[3] Only 10 full questionnaires received. Other 22 dealt with "topics" only - pp. 3-4 of questionnaire.

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Distribution of Questionnaire and Response Rates

The Adult Literacy Contact Centre was extremely helpful in providing labels for all college regions in the province for instructors, community groups, program coordinators, college deans and school district directors with responsibility for ABE. Their total number of records was 454. To this was added the membership list of the ABEABC. An alphabetical listing of both groups of records enabled duplicates to be spotted and removed before mailing. The final mail-out was estimated to be about 550 questionnaires.

The mail-out was done in February and responses were requested by March 5, 1993. The mail-out seemed to take longer to reach some areas than others and the deadline for responses was not strictly adhered to. Whether it was the short turnaround time, or a high level of enthusiasm for professional development or a combination of both, is not known but, the response rate was fairly overwhelming - about 50 percent. The questionnaire looked long, but was in fact fairly easily and quickly filled in, so people could just check items off if they were in a rush, or take time to fill other parts in, if they were interested, and had more time.

The highest rate of return was from the North West region and the lowest rates were from the Okanagan and Cariboo regions. The greatest number of replies, however were received from the Lower Mainland and Vancouver Island. (See Table 1.)

The Results

The Respondents

Place of Work and Positions Held

Table 1 shows where the respondents worked and their positions in those organizations. Sixty two percent of respondents worked in the colleges, twenty two percent in school districts and the remaining sixteen percent in a variety of community and other organizations.

Sixty two percent of respondents were instructors, fourteen percent combined some instruction with responsibilities for program coordination, another sixteen percent was made up of people who indicated they coordinated only, or were in an administrative position, the remaining eight percent was a miscellaneous category which included teaching assistants, volunteers, counsellors, librarians, consultants and others.

TABLE 2 - ABE Levels Taught by College and School District Respondents

Region (N)	F[1]	I	A	P	ASE	All
Cariboo (6)	4	3	3	--	1	1
Okanagan (7)	3	2	2	--	1	1
North Central (15)	7	7	7	--	1	2
Kootenays (20)	12	11	11	2	4	--
North East (6)	5	4	3	--	4	--
North West (13)	8	10	8	--	--	--
Vancouver Island (35)	26	20	14	1	5	3
Lower Mainland (85)	39	38	31	10	4	10
Total (187)[2]	**104**	**95**	**79**	**13**	**20**	**17**
Percentage (100)	55	51	42	7	11	9

[1] The letters in the header stand for college ABE levels - Fundamental, Intermediate, Advanced, and Provincial. Although these are college terms, the school district responses have been included at equivalent levels. ASE is Adult Special Education. "All" refers to school district multi-level adult learning centres where instructors indicated they taught all levels.

[2] Many respondents teach several levels of ABE, hence the sum of the totals exceeds total number of respondents.

Table 2 show the levels which respondents in the public institutions (colleges and school districts) said they taught. Many instructors and instructor-coordinators teach more than one level, especially in smaller centres. School district answers have been meshed with the college level names, for ease of compilation and reading. However, the "All" column refers to school district multi-level learning centres where instructors said they were responsible for all levels.

Length of Experience of Respondents

Table 3 show how many years of experience respondents have had in the ABE field, as well as a series of statistics for the time spent by respondents in their respective positions at the time of answering the question. Fifty eight percent of respondents had between one and ten years of experience in the field. Thirty five percent of respondents had over ten years of experience in the field.

The college region with the greatest range of time spent in the same position was the Vancouver Island region (half a year to twenty three years). The region with the smallest range of time spent in the same position was the North West (half a year to fourteen years).

Respondents from the Okanagan region had the highest average time spent in the same position (over seven years), while respondents from the North West region had the lowest average time spent in the same position (three years).

These highs and lows are also reflected in the modes (the most frequently occurring number): five years for Okanagan; one year for the North West. The median time spent in the same position across all regions was between three and five years.

Contracts and Length of Working Year

Table 4 shows how many of the respondents from each of the regions said they had tenure or were on contract. A small group of people (15) did not respond to this question. Another fifteen persons said they had other arrangements. Respondents from one large school board in the Lower Mainland said they were paid hourly.

Forty two percent, or one hundred and five of all respondents said they worked full-time year round. A further twenty one percent or fifty two respondents worked on a full-time basis for a partial year - eight months or ten months were most often cited, though five persons said they worked for nine months and one other said for eleven months.

TABLE 3 - Length of Experience in ABE

Region (N)	Years of Experience						Time in Present Position (years)			
	<1	1-4	5-9	10-14	15+	No reply	Range	Average	Mode	Median
Cariboo (6)	--	3	1	1	1	--	2 - 20	6	2	3.5
Okanagan (10)	--	2	5	1	2	--	1.5 - 21	7	5	5
North Central (19)	1	5	7	--	5	--	1 - 21	6	2	3.5
Kootenays (25)	--	8	5	7	5	--	1 - 15	5	2	5
North East (32)	2	1	4	1	2	--	.5 - 15	3.5	3	3
North West (28)	6	8	7	6	--	1	.5 - 14	3	1	3
Vancouver Island (49)	1	20	19	3	6	--	.5 - 23	4	2	3.5
Lower Mainland (105)	5	26	24	26	22	2	.25 - 17	6	3	4.5
Total (251)	**15**	**73**	**72**	**45**	**43**	**3**				
Percentage (100)	6	29	29	18	17	1				

TABLE 4 - Working Status of Respondents

Region (N)	Status			Length of Time Working During Year				
				Full-Time		Part-Time		
	Tenure	Contract	No reply/ Other	All-year	Part-year	All year	Part year	No reply
Cariboo (6)	2	4	--	3	--	1	1	1
Okanagan (10)	2	7	1	5	1	1	3	--
North Central (18)	6	11	1	8	5	--	4	1
Kootenays (25)	5	19	1	8	2	2	13	--
North East (10)	3	4	3	2	6	1	--	1
North West (28)	12	12	4	16	6	2	2	2
Vancouver Island (49)	17	26	6	17	14	11	6	1
Lower Mainland (105)	44	47	14[1]	46	18	11	30	--
Total (251)	**91**	**130**	**30**	**105**	**52**	**29**	**59**	**6**
Percentage (100)	36	52	12	42	21	11.5	23.5	2

[1] This includes 10 people who said they were paid on an hourly basis by their school board.

TABLE 5 - In-service Training

Region (N)	Yes	No	Frequency during year	Length of Events	Nature of Events
Cariboo (6)	5	--	1 - 4	hrs - 2 days	all areas/ instructional/administration
Okanagan (10)	6	3	1 - 4	1 - 2 days	varied
North Central (18)	8	6	1 - 3	3 hrs - 3 days	conferences; literacy specific training; counselling; ASE
Kootenays (25)	14	11	1 - 5	3 hrs - 4 days	varied - workshops
North East (10)	4	6	1 - 4	1 day - 1 week	instructor training; new developments; sharing information and resources
North West (28)	18	9	1 - 6	1 or 2 days	workshops on relevant topics
Vancouver Island (49)	30	17	1 - 2	3 hrs - 1 day	varies - workshops, meetings, team-building
Lower Mainland (105)	71	18	1 - 7	2 hrs - 5 days	varies - workshops, conferences, teaching skills, computer operations/skills, guest speakers, new developments, issues, information sharing
Total (251)[1]	**156**	**70**			
Percentage (100)	62	28			

[1] Twenty five respondents gave no answer.

In the part-time category, those who worked part time year round were paid for nineteen hours a week on the average, but paid time per week ranged from as few as seven hours to twenty four hours across the group. The median was around 18 hours.

Twice as many respondents were working part time for a partial year than those who were working part time year round. The greatest number of respondents working on this partial year basis are to be found in the Kootenays and in the Lower Mainland region. In fact, for those who responded, it seems to be the most common method of working in the Kootenays - fifty two percent of respondents work part time for part of the year. Their average working time is eight and a half months per year, for fourteen hours a week. In the Lower Mainland group, twenty four people reported their hours and months worked. Their average was nine months per year and thirteen and a half hours a week.

Professional Development Opportunities

In-Service Training

Table 5 shows the nature and extent of in-service training in the different regions. Throughout the regions, many of the institutions in which respondents work offer in-service training, although several respondents mentioned that this was often not ABE nor literacy specific. In colleges with several regional campuses, there were sometimes variations within the college for example, at Northern Lights. In some regions, most of the "yes" respondents worked at the college, whereas the "no" respondents were from other organizations - this was the case in the Okanagan, North West and North Central regions. The rest of Table 5 should be self-explanatory.

Supported Professional Development Outside of the Work Setting

Table 6 shows the results for this item. Permanent or tenured staff have longest time allowances for professional development. The opportunities vary considerably for other staff. The table gives an idea of the kinds of arrangements.

Long-term Educational Leave

Table 7 shows the results for this item. Of all the questions, this was the one about which respondents felt most unsure of the details. Again, permanent or tenured staff have the opportunities and could quote conditions. However, in some regions, although educational leave is "on the books", leave with financial support is difficult to obtain. The various conditions which were quoted are summarized in the Table.

TABLE 6 - Supported Opportunities for Professional Development Outside of Present Work Setting

Region (N)	Yes	No	Time Allowances	Financial Support	Nature of Events
Cariboo (6)	6	--	2 days - 1 week	75-100% of costs $250 - $1,000 p.a.	conferences/seminars
Okanagan (10)	8	2	up to 5 days	up to $2,000	anything relevant to job
North Central (18)	14	2	varies up to 20 days	varies from 50% costs to full support $3,000 p.a. max quoted	anything relevant to job - training, courses, conferences
Kootenays (25)	18	7	1 x p.a. (c)[1] 20 days p.a. (t)	60-100% costs; travel costs; $300 - $500 p.a.	conferences, courses, workshops, articulation; related to work
North East (10)	6	4	1 x p.a.	up to $600 or $800 p.a.	anything job related
North West (28)	18	7	2-3 days p.a.	varies - dependent on P.D. Committee	flexible - relevant to job
Vancouver Island (49)	34	13	1 - 10 days	varies $100 - $550 to full	varied - work related
Lower Mainland (105)	92	11	varies; on request; 1 major, 1 minor; 1 - 20 days p.a.	varies - minimal to full; $150 p.a.; fees; up to $1,000 p.a.; sub time & fees; costs - alternate years	varied - anything related - courses, conferences workshops
Total (251)[2]	**182**	**46**			
Percentage (100)	72.5	18			

[1] Responses from contract staff (c); from tenured staff (t).

[2] Twenty three respondents gave no answer.

TABLE 7 - Provisions for Long-term Educational Leave

Region (N)	Yes	No	Time Allowance/Frequency and Support
Cariboo (6)	4	2	Only permanent staff can apply
Okanagan (10)	2	8	After 5 years - without pay
North Central (18)	9	4	1 year after 7 years of work 1 year in 5 years - 50% salary
Kootenays (25)	8	17	1 year in 7 year - 75-80% salary 1 year in 5 years - 50% salary 1 person per year in college
North East (10)	4	4	1 year after 5 years 60% salary 1 year - $5,000 self, $5,000 from admin. Once only - apply to PD committee Once in 10 years maybe - 1 year with pay; further without pay
North West (28)	8	19	1 year after 7 years in BCGEU contract but limited funds Up to max of 2 years - no pay
Vancouver Island (49)	19	27	Up to 2 months every 3 years Up to 1 year 60% salary
Lower Mainland (105)	46	50	Once only per lifetime 80% salary Excellence leave after 10 years 60-70% salary and/or $1,000/month Depends on supervisory decisions and number who apply Depends on seniority 6 months $1,000 per month Leave granted no pay
Total (251)[1]	**100**	**131**	
Percentage (100)	40	52	

[1] Twenty respondents gave no answer.

TABLE 8 - Attendance at ABEABC Conferences

Region (N)	Attend	Frequency				Do Not Attend	Comments
		Annually	Fairly	Often	Occasionally		
Cariboo (6)	3	1		-	2	3	Time constraints
Okanagan (10)	4	-	2		1	6	In semester. Irrelevant
North Central (18)	13	1	3		9	4	Distance. Cost. Timing.
Kootenays (25)	10	1	2		5	15	No college support if under 600 hrs p.a. Costs. Timing
North East (10)	4	-	1		2	6	Lack of seniority. Distance and costs too great. No financial support.
North West (28)	10	2	1		7	18	Distance. Costs. Timing.
Vancouver Island (49)	22	4	4		14	27	Department head attends. Isolated locations. Cost. No money, no opportunity. Not a priority Irrelevant. Not enough notice. Choose other events.
Lower Mainland (105)	66	12	20		34	37	College focus. Boring. No money. Admin makes decisions. New to field. Family responsibilities. go when local. Restricted funds. Take turns. Subs not available.
Total (251)[1]	132	21	33		74	116	
Percentage (100)	52.5	8	13		29	46	

[1] Three respondents gave no answer.

Attendance at ABEABC Conferences

Table 8 shows the results for this item. Just over half of the respondents had attended an ABEABC conference at some time. Sixteen percent of those who said they attended, said they attend annually; a further twenty five percent attend fairly often; and fifty six percent attend only occasionally.

Forty six percent or 116 of all respondents said they had never attended an ABEABC Conference. The major reasons given appear to be:

- the costs associated with travel
- restricted funds
- the wrong time of year for semester courses
- the lack of seniority among instructors
- the lack of substitutes
- irrelevance.

This last factor needs some explanation. For some respondents, job demands, for example in administration, require other kinds of professional development than that offered through the ABEABC. Other instructors with responsibilities in Adult Special Education (ASE), or English as a Second Language (ESL), or counselling, for example, also choose alternative conference events. On the other hand, several respondents feel that the content of the ABEABC Conference is irrelevant to their needs, the focus is too narrow, or boring. Several new or relatively new instructors said they would love to be able to attend an ABEABC Conference.

Workshop Information

The Topics

Twenty six possible topics for workshops were listed in Part C of the Needs Assessment questionnaire. Respondents were asked to show their level of interest in the topic by marking a five-point scale.

The respondents were grouped by the eight regions established for the project. The scores for each topic were then tallied and summarized. To obtain an even more accurate reading on the interest levels of each topic, the scores were recomputed on the basis of first and second choices only and summarized. The topics were then rearranged in rank order on the basis of those most desired.

The top ten choices are remarkably stable across all regions. There is variation in rank, but many of the same topics tend to reappear in the top ten. Table 9 shows the topic choices for all respondents in the province. The right

TABLE 9 - Topics for All Regions Combined

Rank[1]	Topic	Overall rank
1.	Learner Diagnosis and Assessment	1
2.	Creating Learning Materials	2
3.	Strategies for teaching people with learning difficulties	3
4.	Strategies for teaching critical thinking	5
5.	Strategies for teaching reading	4
6.	Strategies for teaching writing	6
7.	Strategies for computer-assisted instruction	7
8.	Counselling topics	8
9.	Strategies for teaching numeracy	9
10.	Strategies for teaching life skills	10
11.	Workplace literacy	11
12.	Native literacy	12
13.	Theme units for literacy	13
14.	Learners' publishing	14
15.	Native curriculum	15
16.	Good practice issues	16
17.	Proposal writing	17
18.	Strategic planning	18
19.	Outreach with community agencies	20
20.	Rap sessions	21
21.	Intergenerational literacy	19
22.	Volunteer tutor-training	22
23.	Feminist literacy	25
24.	Strategies for teaching science	24
25.	Strategies for teaching social studies	23
26.	Fundraising	26

[1]This column shows ranking by preferred first and second choices combined.

hand column shows overall rank for each topic based on the complete five point scale. The preferred first and second place combined rankings are shown in the left hand column There is some variation, but not a great deal between the overall rank and the preferred ranking by which the topics are listed.

The same scheme has been used for the regions. The results can be seen after the questionnaire at the end of this section. Where there were ties, these are shown in the left hand column and are given the same number; the ranking system then continues consecutively rather than skipping to the next number which would have been in order if there had not been a tie as is the usual convention. In the case of the Cariboo the responses were so few, and so many ties began in the tenth place, that the listing was not continued.

For the Lower Mainland and Vancouver Island, the greater number of responses demanded an additional sort. This was done on the basis of when people said they would attend a workshop - the summer, the fall, or anytime. The topic scores were computed in the usual way for all three sub-groups. Then, the "anytime" scores were factored in with the "summer" group, and the "fall" group respectively, to get the best reading of topic rankings for both seasons. This was done in order to make a good selection of topics for the regional workshop events according to when they would be held.

Space was also given to respondents to list other topics in which they might be interested. Many respondents also suggested the names of persons for workshop presenters. The additional topics and suggested resource persons' names were compiled for future reference.

Location and Timing of Events

The balance of the questionnaire dealt with some of the organizational issues necessary for planning the workshop such as preferred timing (season, and days of the week), preferred city location, whether people would need a travel subsidy, whether they would be willing to pay a small fee. The results of these compilations are shown in Table 10. They were used to guide the planning of the workshops.

Project Modifications

On the basis of the responses, there were two modifications to the proposal:
1. the two contiguous regions with small responses were combined, so that workshops were to take place in seven regions rather than the original eight
2. the high response rate slowed down the organizational process while results were analyzed; it was then not possible to arrange more than two workshops before the end of June.

TABLE 10 - Location and Timing of Professional Development Workshops

Region	North-West	North-Central	North-East	Kootenays	Okanagan	Cariboo	Vancouver Island	Lower Mainland
Responses	28	18	32(10)	25	10	6	49	105
Locations (rank order)	Terrace Prince Rupert Smithers	Prince George	Dawson Creek	Cranbrook Nelson Castlegar	Kelowna Vernon Penticton	Kamloops	Courtenay [1] Nanaimo[2] Victoria	Vancouver New West-minster Abbotsford
Months (rank order)	May	May-June	October	May-June	Fall	Fall	June November	May-June Oct-Nov
Days (rank order)	Th/Fri	Fri/Sat Th/Fri	Th/Fri	Th/Fri	Mon/Tue Th/Fri	Mon/Tue Th/Fri	Th/Fri	Th/Fri
Time-off	12 yes 15 dknow	10 yes	n.a.[3]	12 yes 12 dknow	6 yes	3 yes	30 yes	59 yes
Attendance score	S - 88 F - 97	S - 66 F - 56	n.a.[3]	S - 76 F - 95	S - 36 F - 34	n.a.[4]	S - 175 F - 179	S - 378 F - 389
Pay small fee	28 yes	18 yes	yes	23 yes	10 yes	6 yes	46 yes	100 yes
Need mileage	c.7 yes	5 yes	some	c.13 yes	1 yes	3 yes	18 yes	19 yes
Address given	27	17	n.a.	23	9	5	43	93

[1] For spring event.
[2] For fall event.
[3] Majority were collective responses, not possible to break down answers.
[4] Small overall response for this region made analysis difficult.

In fact, circumstances were such that only one workshop took place before the end of June. All six other workshops took place in the fall. The workshop implementation phase will be described in the second part of this report.

References

Brand, Judith (1992). *Practitioner Development Working Group: 1992 Survey Report.* Vancouver: ABEABC.

Reuys, Stephen (1987). *Report on the Staff Training Needs Assessment for Programs Offering Basic Education for Adults.* ALRI Occasional Paper No. 1. Boston, Mass: Adult Literacy Resource Institute, Massachusetts University. ERIC Document Reproduction Service Number ED 310 288.

Sork, Thomas J. (1992). *Needs Assessment in Adult Education.* Workshop sponsored by the Pacific Association for Continuing Education, March 19-20, 1992, Vancouver, B.C. Vancouver: University of British Columbia.

APPENDICES TO PART 1

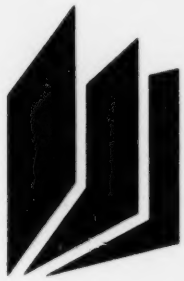
Cover Letter

Needs Assessment Questionnaire

Topics by Region

ADULT BASIC EDUCATION
ASSOCIATION
OF BRITISH COLUMBIA
Charitable Registration #0750945 21 27

#27035 1395 Marine Drive, West Vancouver, B.C., Canada V7T 1H0 Tel: (604) 926-8960 Fax: (604) 925-3567



P.O. Box 6368
Depot "1"
Victoria, B.C.
V8P 5M3

February 8, 1993

Dear Colleague,

The ABEABC has received funding from the 1992-93 federal-provincial literacy cost-shared initiative to determine the professional development interests of ABE/Literacy practitioners in British Columbia and to provide a series of professional development workshops in 8 regions of the province.

We need your active participation in this first phase of the project - assessment of professional development interests - if the second phase is to be successful. We hope to hold workshops in 4 regions of the province before the end of June and another set of 4 workshops in the fall of this year. For those who normally cannot go to conferences, this is a great opportunity to participate in some worthwhile in-service training.

Please take time to read and complete the enclosed questionnaire so that we may do our best to organize the events which you want, where and when you want them. Returns may be made in the attached envelope and should be postmarked no later than **5th March 1993.**

Please make sure your ABE colleagues in your community know about this project. We have tried to contact all ABEABC members, college literacy instructors, and ABE Administrators and Coordinators. Copies of this letter and questionnaire are also being sent to the Directors of Continuing Education in School Districts and to coordinators of community literacy groups, but we do not have a master list of people involved in instruction or related activities in these sectors. Please feel free to copy and pass on the questionnaire to anyone whom you think would be interested, or phone the ABEABC office (Vancouver) at 926-8960 or Jim Bray's office (Kamloops) at 828-5290 to obtain extra copies.

I look forward to receiving your returns and to helping address your professional development interests.

Yours sincerely,

Audrey M. Thomas
Project Coordinator

encl.

ADULT BASIC EDUCATION ASSOCIATION OF BRITISH COLUMBIA

REGIONAL PROFESSIONAL DEVELOPMENT ACTIVITIES, 1993

QUESTIONNAIRE

Part I. Respondent Profile

1. What kind of ABE/Literacy program are you predominantly working in or affiliated with? (Please check relevant spaces below.)

a. **College ABE** _____
Fundamental ABE _____
Intermediate ABE _____
Advanced ABE _____
Adult Special Education _____
Correctional Education: Federal _____
Provincial _____
Learning Centre _____

Other college (please specify)_____

b. **School District Program**
Level or type of program _____

_____

c. **Independent Native Literacy Organization** _____

d. **Independent Community Literacy Group** _____

e. **Other** (please specify) _____

2. What position(s) do you hold? (Place checks in relevant columns.)

Institutional Positions	**College**	**School District**
Administrator (Dean or Director)	_____	_____
Program Administrator	_____	_____
Learning Centre Coordinator	_____	_____
Instructor	_____	_____
Counsellor	_____	_____
Teaching Assistant	_____	_____

Other (please specify) _____

Non-institutional Positions
Native Education/Literacy Centre Administrator _____
Native Education/Literacy Centre Instructor _____
Native Education/Literacy Centre Other (please specify)

_____

Community Literacy Group Coordinator/Director _____
Community Literacy Group Other (please specify)

_____

Any other categories (please specify) _____

_____

_____

3. How many years of experience have you had in ABE/Literacy?

   a. More than 15 years (specify number) _____
   b. 10 to 14 years _____
   c. 5 to 9 years _____
   d. 1 to 4 years _____
   e. Less than 1 year _____

4. How many years of experience have you had in your present job? _____

5. Please check one of the following. Is your position:

   a. tenured? _____
   b. contract? _____

6. How long are you employed during the year in your ABE/Literacy work?

   a. Full-time, year-round? _____
   b. Full-time, partial year? Give number of months. _____
   c. Part-time, year-round? Give number of hours per week. _____
   d. Part-time, partial year? Give number of hours per week, and name months of employment e.g. September to March. _____

_____

   e. Other, please specify or comment. _____

_____

7. In which of the B.C. regions listed below, do you work?

   a. Northwest _____
   b. Northeast _____
   c. North Central _____
   d. Cariboo _____
   e. Okanagan _____
   f. Kootenays _____
   g. Lower Mainland (Sechelt to Hope) _____
   h. Vancouver Island and Central Mainland Coast _____

Part II. Professional Development Opportunities

1. In your present work situation, are there:

   a. In-service training events? Yes _____ No _____
   If yes, answer the following:
   Number of times a year events are offered _____
   Length of time of events _____
   Nature of training events _____

   b. Supported opportunities for you to attend Professional Development activities outside your own work setting?
   Yes _____ No _____
   If yes, answer the following:
   Time allowances per year _____
   Level or nature of financial support _____
   Kind of PD activities which can be pursued _____

c. Provisions for longer-term educational leave?
Yes _____ No _____

If yes, answer the following:
Time allowance and frequency_____
Financial or other support

---

2. Have you ever attended any ABEABC annual conferences?
Yes _____ No _____

If yes, how frequently?:
annually _____
fairly often _____
only occasionally _____

If no, or only very occasionally, please comment. _____

Part III. Topics for Workshops

The following list highlights some known areas of interest and concern among ABE/Literacy practitioners. It is provided to stimulate your interest and thinking. In the scales below, please circle the number which best reflects your level of interest in the proposed workshop topic. For any you are really interested in, please give more precise topics on the back of this sheet or in question 3 below.

Topics	Level of interest				
Strategies for teaching:	Extremely interested				Not at all interested
Reading	1	2	3	4	5
Writing	1	2	3	4	5
Numeracy	1	2	3	4	5
People with learning difficulties	1	2	3	4	5
Critical thinking	1	2	3	4	5
Social studies	1	2	3	4	5
Science	1	2	3	4	5
Life Skills	1	2	3	4	5
Computer-aided instruction	1	2	3	4	5

Topics	Level of Interest				
Community literacy approaches	Extremely interested				Not at all interested
College outreach with community agencies	1	2	3	4	5
Intergenerational literacy	1	2	3	4	5
Workplace literacy	1	2	3	4	5
Feminist literacy	1	2	3	4	5
Native literacy	1	2	3	4	5
Volunteer tutor-training	1	2	3	4	5
Program Administration					
Proposal writing	1	2	3	4	5
Strategic planning	1	2	3	4	5
Fund-raising	1	2	3	4	5
"Good practice" issues	1	2	3	4	5
Curriculum Materials					
Creating learning materials	1	2	3	4	5
Learners' publishing	1	2	3	4	5
Native curriculum	1	2	3	4	5
Theme units for literacy	1	2	3	4	5
Other					
Counselling topics	1	2	3	4	5
Learner Diagnosis/Assessment	1	2	3	4	5
Rap sessions or panels on "hot topics"	1	2	3	4	5

2. Please indicate in the space below, any topics which you would be interested in exploring that are not listed above.

_____

_____

_____

_____

_____

3. **List up to 4 priority topics** which would entice you to attend the proposed professional development workshops. Be specific about the topics, suggest resource people to present the workshops, and indicate length of workshop you would prefer on that topic.

Note: a) **For resource people**, we would like to use local expertise, but can arrange for resource persons from other parts of the province to come and present workshcps.

b) We can arrange **up to two days of workshop events in your region.** Length of individual workshops could vary from a half-day session (3 hours) through to 2 full day sessions (12 hours). Combinations of various lengths are possible during the two days.

Priority Topics

Specific Topic	*Suggested Resource People (give locator - address or phone number)*	*Preferred length of workshop*

Part IV. Location and Timing of Events

Given what you have said about topics in Part III above, please answer the questions below.

1. Workshops will likely be held at college campuses. To which city in your region would you travel to attend professional development workshops? (Small travel mileage allowances may be available for those in need or who travel long distances). In the spaces provided on the next page, please rank order your choices. (Use '1' as the most preferred.)

Region	Possible Sites		
Northwest	Terrace _____	Prince Rupert _____	Smithers _____
North Central	Prince George _____	Quesnel _____	
Cariboo	Kamloops _____	Williams Lake _____	
Okanagan	Kelowna _____	Penticton _____	Vernon _____
Northeast	Dawson Creek _____	Fort St. John _____	
Kootenays	Castlegar _____	Cranbrook _____	Nelson _____
Lower Mainland	Vancouver _____	New Westminster _____	Abbotsford _____
Vancouver Island	Courtenay _____	Nanaimo _____	Victoria _____

Any comments:_____

_____

2. Workshop activity for two consecutive days is proposed for eight regions in 1993 through this project. We would like to have a series of workshops in 4 regions before the end of June and a series in another four regions in the fall.

a. Please give your first and second preferred choices for times to have the workshops in your region:

last week of April	_____
May	_____
June	_____
late September	_____
October	_____
early November	_____
any of the above times	_____

2 b. Please indicate in the space below any special dates in the above time periods which should be avoided for your region because of possible event clashes with the proposed workshops.

_____

_____

3 a. Could you take time off during working hours to attend the proposed professional development activities?

Yes _____ No _____ Don't Know _____

3 b. Which two days of the week would be best for you to attend such PD activities? (Give first and second preferred choices.)

Monday-Tuesday	_____
Tuesday-Wednesday	_____
Wednesday-Thursday	_____
Thursday-Friday	_____
Friday-Saturday	_____

_____

4. Please circle the number which best expresses the **likelihood** of your attending such events if the topics and presenters are of interest to you:

	Would definitely attend				Would definitely not attend
a. Prior to the end of June 1993	1	2	3	4	5
b. In the fall of 1993	1	2	3	4	5

Any other comments: _____

_____

_____

5 a. Would you need a mileage allowance to attend?

Yes _____ No _____

5 b. Would you be willing to pay a small registration fee (e.g. $10.00 a day), if necessary?

Yes _____ No _____

6. If you would like to receive notice of events when they are arranged for your region, please give your name and address below.

Name: _____

Address: _____

_____

_____

_____

Phone number: _____

PLEASE RETURN QUESTIONNAIRE AS SOON AS POSSIBLE AND BY MARCH 5TH, 1993 (POSTMARK) AT THE LATEST.

AN ENVELOPE IS ENCLOSED FOR YOUR CONVENIENCE.

THANK YOU VERY MUCH FOR YOUR CO-OPERATION.

MAIL TO: AUDREY M. THOMAS
BOX 6368, DEPOT 1
VICTORIA, B.C.
V8P 5M3

Monday, February 8, 1993

TOPICS BY REGION RANKED BY LEVEL OF INTEREST

CARIBOO (N=6)

Rank[1]	Topic	Overall Rank[2]
1.	Strategies for teaching people with learning difficulties	3
1.	Strategies for teaching life skills	1
2.	Strategies for teaching critical thinking	4
2.	Proposal writing	4
3.	Strategies for teaching reading	6
4.	Strategies for computer-aided instruction	2
4.	Creating learning materials	6
5.	Strategies for teaching writing	8
6.	Strategies for teaching numeracy	8
7.	Native curriculum	11
8.	Volunteer tutor-training	8
9.	Counselling	15
10.	Outreach with community agencies	20
10.	Intergenerational literacy	13
10.	Workplace literacy	11
10.	Native literacy	15
10.	Strategic planning	22
10.	Fund-raising	24
10.	Learner Diagnosis/Assessment	14

[1] This rank was computed by combining first place and second place values of level of interest.

[2] This overall rank was computed from all values which respondents marked in the level of interest scale.

OKANAGAN (N=10)

Rank[1]	Topic	Overall rank[2]
1.	Strategies for teaching critical thinking	1
2.	Learner diagnosis and assessment	3
3.	Strategies for teaching people with learning difficulties	2
4.	Creating learning materials	3
4	Counselling	6
5.	Strategies for computer-aided instruction	5
6.	Strategies for teaching writing	6
7.	Strategies for teaching numeracy	10
8.	Strategies for teaching reading	9
9.	Outreach with community agencies	14
9.	Workplace literacy	6
10.	Learners' publishing	11
11.	Theme units for literacy	12
12.	Proposal writing	15
12.	Intergenerational literacy	15
12.	Native literacy	12
12.	Native curriculum	15
13.	Strategic planning	21
13.	Rap sessions	15
14.	Strategies for teaching social studies	22
14.	Strategies for teaching science	24
15.	Strategies for teaching life skills	19
15.	Good practice issues	20
16.	Volunteer tutor-training	25
16.	Fund-raising	26
17.	Feminist literacy	23

NORTH-CENTRAL (N=18)

Rank[1]	Topic	Overall rank[2]
1.	Creating learning materials	2
2.	Native literacy	8
3.	Strategies for teaching reading	3
4.	Strategies for teaching writing	6
4.	Strategies for teaching critical thinking	5
5.	Strategies for teaching people with learning difficulties	3
5.	Counselling topics	8
6.	Workplace literacy	7
7.	Learner diagnosis and assessment	1
8.	Good practice issues	13
8.	Theme units for literacy	17
8.	Strategies for teaching numeracy	12
9.	Intergenerational literacy	8
10.	Native curriculum	11
11.	Feminist literacy	16
11.	Proposal-writing	15
12.	Strategies for teaching life skills	13
13.	Strategies for computer-aided instruction	18
14.	Volunteer tutor-training	18
15.	Strategic planning	22
16.	Fund-raising	25
16.	Learners' Publishing	20
16.	Rap sessions	23
17.	Strategies for teaching science	20
18.	Outreach with community agencies	24
19.	Strategies for teaching social studies	26

NORTHWEST (N=28)

Rank[1]	Topic	Overall rank[2]
1.	Creating learning materials	1
2.	Learner diagnosis and assessment	2
3.	Strategies for teaching reading	7
3.	Strategies for teaching writing	3
4.	Native literacy	5
5.	Native curriculum	9
5.	Life skills	4
6.	Counselling	11
7.	Strategies for computer-aided instruction	8
8.	Strategies for teaching critical thinking	5
9.	Workplace literacy	13
10.	Strategies for teaching people with learning difficulties	10
11.	Strategic planning	12
12.	Outreach with community agencies	15
13.	Proposal-writing	16
14.	Strategies for teaching numeracy	13
14.	Good practice issues	17
15.	Theme units for literacy	21
16.	Volunteer tutor-training	19
17.	Rap sessions	17
18.	Intergenerational literacy	23
18.	Learners' publishing	20
19.	Strategies for teaching science	22
20.	Feminist literacy	24
21.	Fund-raising	26
22.	Strategies for teaching social studies	25

NORTH EAST (N=32)

Rank[1]	Topic	Overall rank[2]
1.	Learner assessment and diagnosis	1
2.	Strategies for teaching people with learning difficulties	2
3.	Strategies for teaching reading	5
4.	Strategies for teaching writing	5
4.	Creating learning materials	4
5.	Strategies for teaching critical thinking	3
6.	Strategies for teaching numeracy	7
6.	Counselling	8
7.	Good practice issues	9
8.	Proposal-writing	10
9.	Strategies for computer-assisted instruction	12
10.	Strategic planning	11
11.	Strategies for teaching life skills	15
11.	Learners' publishing	13
11.	Native curriculum	13
12	Native literacy	16
13.	Workplace literacy	18
14.	Theme units for literacy	17
15.	Outreach with community agencies	25
16.	Fund-raising	22
17.	Intergenerational literacy	24
18.	Feminist literacy	26
19.	Strategies for teaching science	19
20.	Rap sessions	20
21.	Volunteer tutor-training	22
22.	Strategies for teaching social studies	21

KOOTENAYS (N=25)

Rank[1]	Topic	Overall rank[2]
1.	Learner diagnosis and assessment	1
2.	Strategies for teaching critical thinking	2
3.	Strategies for teaching people with learning difficulties	3
4.	Strategies for computer-aided instruction	4
5.	Strategies for teaching life skills	8
6.	Creating learning materials	6
7.	Workplace literacy	9
8.	Strategies for teaching reading	7
8.	Strategies for teaching writing	4
9.	Outreach with community agencies	11
10.	Proposal-writing	13
11.	Counselling	10
12.	Rap sessions	17
13.	Good practice issues	14
14.	Theme units for literacy	17
15.	Learners' publishing	12
16.	Volunteer tutor-training	14
17	Strategies for teaching numeracy	16
18.	Strategic planning	19
19.	Intergenerational literacy	19
20.	Native curriculum	24
20.	Native literacy	22
20.	Feminist literacy	21
21.	Fund-raising	26
22.	Strategies for teaching science	25
23.	Strategies for teaching social studies	22

VANCOUVER ISLAND (N=49)

Rank[1]	Topic	S&A rank[2]	F&A rank[3]	Overall rank[4]
1.	Strategies for teaching reading	1	3	1
2.	Learner diagnosis and assessment	4	1	3
3.	Creating learning materials	3	3	1
4.	Strategies for teaching writing	4	2	4
5.	Strategies for teaching critical thinking	8	5	6
6.	Strategies for teaching people with learning difficulties	2	8	5
7.	Strategies for computer-aided instruction	6	11	7
8.	Strategies for teaching numeracy	7	8	8
9.	Native literacy	9	10	10
10.	Counselling	11	11	13
11.	Workplace literacy	10	16	11
12.	Learners' publishing	13	6	9
12.	Theme units for literacy	12	7	12
13.	Native curriculum	14	18	14
14.	Strategies for teaching life skills	14	13	15
15.	Good practice issues	16	16	16
16.	Intergenerational literacy	17	14	17
17.	Rap sessions	21	20	18
18.	Strategic planning	18	22	19
19.	Volunteer tutor-training	20	15	19
20.	Outreach with community agencies	19	24	21
21.	Feminist literacy	22	21	24
22.	Strategies for teaching social studies	23	22	22
23.	Strategies for teaching science	26	18	23
24.	Proposal-writing	24	25	25
25.	Fund-raising	25	26	26

[1] Combined first and second place values of level of interest for all respondents. [2] Combined summer and anytime values (1&2). [3] Combined fall and anytime values (1&2). [4] Combined values of all responses.

LOWER MAINLAND (N=105)

Rank[1]	Topic	S&A rank[2]	F&A rank[3]	Overall rank[4]
1.	Learner diagnosis and assessment	**1**	**1**	1
1.	Creating learning materials	**2**	**2**	1
2.	Strategies for teaching people with learning difficulties	**3**	**3**	3
3.	Strategies for teaching people reading	**4**	**5**	4
4.	Strategies for teaching critical thinking	**6**	**4**	6
5.	Strategies for teaching writing	**5**	**6**	5
6.	Strategies for computer-aided instruction	**7**	**9**	7
7.	Strategies for teaching numeracy	**8**	11	13
8.	Counselling topics	**9**	**7**	11
9.	Workplace literacy	13	**7**	8
10.	Learners' publishing	12	12	8
11.	Theme units for literacy	**10**	16	12
12.	Strategies for teaching life skills	11	18	8
13.	Rap sessions	14	14	14
14.	Strategic planning	22	**10**	19
15.	Proposal writing	16	15	17
16.	Outreach with community agencies	15	18	16
17.	Good practice issues	20	13	22
18.	Native literacy	17	17	15
19.	Native curriculum	21	18	21
20.	Intergenerational literacy	19	18	17
21.	Strategies for teaching social studies	23	18	20
22.	Volunteer tutor-training	17	24	23
23.	Feminist literacy	25	23	25
24.	Strategies for teaching science	24	26	24
25.	Fund-raising	26	25	2

BEST COPY AVAILABLE

PART 2

The Workshops

BEST COPY AVAILABLE

THE WORKSHOPS

Workshop Planning Process

The various stages in the planning process are shown in the list on page 42.

Workshop Locations and Dates

These were decided on the basis of the responses to the Needs Assessment Questionnaire and in consultation with the project co-managers. The map shows the workshop sites for each of the seven regions. Table 11 shows the calendar of events and the venue for each event.

TABLE 11 - Workshop Dates and Sites

Region	Location	Dates
North Central	College of New Caledonia	June 11-12
North West	North West Community College	September 23-24
Cariboo-Okanagan	University College of the Cariboo	September 30 - October 1
North East	Northern Lights College	October 14-15
Lower Mainland	Chateau Granville Hotel	October 21-22
Kootenays	East Kootenay Community College	October 28-29
Vancouver Island	Malaspina College	November 18-19

The workshops were all held on a Thursday and Friday, except for the North-Central region where the workshops were on a Friday and a Saturday. The North West workshop was the other one we hoped to have before the end of June, but it was impossible to get resource people for the dates available. This event had to be cancelled and rescheduled to be the first one in the fall. Advance publicity went out to alert potential participants of the change in dates and to give them some idea of content. When details had been finalized, another mailing was made.

FIGURE 2. WORKSHOP LOCATIONS

It was important to have most of the workshops over by the end of October, because of the probable onset of winter conditions in the interior. The long Thanksgiving weekend, the Remembrance Day observance, and a Fundamental ABE Articulation event were all factors in determining available, suitable dates.

The Lower Mainland and Vancouver Island workshops were held to the last, because weather conditions are generally more clement in these regions. However, it was difficult to find a suitable weekend and college site for two days for the Lower Mainland event. The decision was made therefore, to piggyback the workshop event with that of the Annual General Meeting and Conference of Literacy B.C. The latter had already booked the hotel for their event, and we were assured that we could have the facilities without charge, provided that the hotel did the catering and we had lunch there. This offer was too good to refuse.

The Adult Literacy Contact Centre offered their services as the local liaison and workshop registrar. It was a boon to have this back-up for the Lower Mainland event. Effectively, the piggybacking of events gave local practitioners a choice of three days of activities and many people did participate in all three days. There was the added benefit that some out-of-towners coming for Literacy B.C.'s meetings could take in one or two days of the ABEABC Workshops.

Local Arrangements

As indicated in the Acknowledgements to this report, the local contact person was essential in making local arrangements. Most people were either current or past board members of the ABEABC. They were willing and enthusiastic participants in the project. The availability of free facilities and equipment helped to keep project expenses low.

In five of the seven regions, a small registration fee was charged. The minimum was $10.00 for two days, and the maximum was $40.00 for two days. In four of the regions, lunch was included for the fee. In Prince George, the college cafeteria was closed, so the local people arranged for deli sandwiches, fruit and drinks to be brought in. In Kamloops, the college cafeteria delivered lunches to the workshop room. In Cranbrook, students in the French cuisine chef training program provided a delicious three course lunch in a special dining room for both days of the workshop. In Vancouver, the hotel provided a bountiful buffet lunch. In the fifth region, the high costs associated with bringing in one of the presenters were offset somewhat by the registration fee. The other two workshop regions decided no registration fee was necessary, as participants could obtain lunches in the cafeteria in the same building as the workshop location.

Workshop Preparation

- Set-up budget categories for tracking purposes
- Develop policy for participant travel allowance
- Find local contact in region
- Confirm dates
- Confirm location - local contact to book facilities
- Consult with local contact on:
  - topic list for their region- possible presenters
  - format of two days
  - food arrangements and snack breaks
  - availability of equipment
  - whether to charge registration fee
- Develop necessary forms and letters (see samples in Appendix)
  - expense guidelines for project
  - expense claim form
  - presenter's honorarium form
  - workshop evaluation form
  - format for summaries of evaluations for presenters
  - confirmation letter of agreement with presenter
  - thank you letter to presenter
- Arrange presenters- apprise them of project and conditions
  - have presenters submit workshop outline
  - have presenters submit brief biographical notes
  - ask for equipment list and any photocopying requests
- Confirm presenters
- Develop publicity format for "flyers" for each workshop event
- Copy "flyers"
- Prepare mailing lists
- Distribute publicity to mailing list
- Arrange for any additional publicity through the ALCC & Literacy B.C.
- Local contact keeps track of registrants for each workshop by lists
- Firm up equipment requests and other local arrangements
- Make travel plans and arrive day before the workshop
- Arrive early on day of workshop to set up registration table
  - have signage posted if necessary
  - have name-tags and receipt books on hand with lists
  - have coffee and muffins available
- Pay local contacts for snacks, etc
- Pay travel allowances for those requesting same
- Distribute and collect evaluation forms for each workshop
- Summarize evaluations and send to presenters with thank you letter
- Receive expense claims, approve and forward to ABEABC office
- Tally expenses and income for each workshop

Publicity

Once local arrangements and presenters had been confirmed, a program could be put together for mailing to people within the region. The seven "flyers" are appended at the end of this section.

The Adult Literacy Contact Centre (ALCC) provided a second set of mailing labels for potential participants. To these, were added any names of people who had responded to the Needs Assessment questionnaire, but were not on the original list.

Some local contacts were prepared to do the photocopying and mailing of publicity from their offices. In this case, labels and names were assembled and sent together with the "flyer" to that person. These people absorbed the postage costs. Such arrangements occurred in Terrace, Kamloops, and Dawson Creek. In the Lower Mainland, the ALCC volunteered to do the copying and mail out, but postage was charged to the project.

For the other three workshops - Prince George, Cranbrook, and Nanaimo - the project coordinator did the photocopying, envelope preparation and mail out. For Prince George and Cranbrook, copies of labels were sent to the local contacts so they could check for any notable omissions. This was not done for Nanaimo, as Vancouver Island is a diverse region and the coordinator's mailing list contained about 140 names.

Workshop Formats

The usual workshop format for interior and northern locations was two single workshops of one day each. This gave participants a chance to follow through a topic in some depth. The format was followed in Prince George, Kamloops and Cranbrook. In the North West and the North East regions, local contacts expected a greater number of participants (40 each) so parallel sessions were arranged for two days in Terrace, and a parallel session for one of the two days in Dawson Creek. In fact, one of the presenters for Terrace cancelled out the day before the workshop, but was replaced by the project coordinator for a one-day session. The other half-day session had to be cancelled, and a local presenter brought in one of her colleagues to help with the larger number of participants for that half-day. In Dawson Creek, the anticipated numbers did not show, and the alternate Friday session only had a couple of participants.

It was always anticipated that the Lower Mainland and Vancouver Island would draw the largest numbers of participants, so parallel sessions were arranged from the start. Also, because people in these regions are not always as isolated as those in interior regions, it was felt that a series of half-day

workshops would be more appropriate, especially in the Lower Mainland. Thus more topics could be addressed and a choice made available to participants. These two workshop events ended up with a mix of one day and half-day workshops. Over the whole series of workshops, there were seventeen one day sessions presented and twelve half-day sessions.

The Presenters

Presenters were either chosen from suggestions made by people when they responded to the Needs Assessment, or through further conversations with the ABEABC representatives. The project idea had been to use local presenters, but local people, especially in remoter regions of the province, wanted someone from outside. Also, for some of the topics, local people were not available.

Much time was spent on the telephone during the late spring and summer months trying to identify people and assessing their willingness and ability to do a one day workshop. Several people who would have been excellent presenters were unavailable or unwilling to travel out-of-town. Many others appeared hesitant or reluctant to prepare and give a workshop.

In the end, there were twenty presenters. Many of whom were willing to present more than once, so these became "regulars" in the series. The most presentations made by any one person was four (three full days and one half-day in one case, and two full days and two half-days in another). One presenter made three one day presentations and another presenter made three half-day presentations. Two presenters presented for two full days. Five presentations were shared with colleagues - one for a full day, and four for a half-day. Table 12 shows the presenters. More details on the content of the workshops may be gleaned from the programs attached in the Appendices of this section.

TABLE 12 - Workshop Presenters

Presenters	Place of work	Workshop	Length of Workshop
Carmen Rodriguez	Vancouver consultant	Prince George	1 day
Dr. Florence Pieronek	UBC, Vancouver	Prince George Vancouver Nanaimo	1 day 1 day 2 half-days
Paula Davies & Ann McQuaid	CNC, Prince George	Terrace	1 day
Lynn Hughes & Lil Farkvam	NWCounselling, Terrace	Terrace	1 day (a.m. shared)
Audrey Thomas (substitute)	Victoria consultant	Terrace	1 day
Larry Bolingbroke	NWCC	Terrace	half-day
Moira Gutteridge	UCFV, Abbotsford	Kamloops Vancouver Cranbrook Nanaimo	1 day half-day 1 day 1 day
Anne Erickson	Malaspina University College (MUC), Nanaimo	Kamloops Cranbrook Nanaimo	1 day 1 day 1 day
Catherine Schnare	Selkirk College, Nelson	Dawson Creek	2 days
Rick Scott	Chetwynd Instructor	Dawson Creek	1 day
Laurie Gould & Joyce Cameron	VCC - KEC Douglas College	Vancouver	half-day
Louise Gallie & Loraine Wong	New West S.D. Langley S.D.	Vancouver	half-day
Suzanne Ives	Victoria READ	Vancouver	1 day twice
Colleen McGoff Dean	Kwantlen College	Vancouver	half-day
Kate Nonesuch	MUC, Duncan	Vancouver Nanaimo	half-day 2 half-days
Elizabeth Thompson	*SkillPlan*, New West	Vancouver	half-day

The Participants

Table 13 shows that the workshops attracted 234 persons altogether. Of those, fifty seven percent attended for both days. The lowest attended event was that in Kamloops, and the best attended event was in the Lower Mainland. The workshops in the Kootenays, however, attracted the biggest crowd for the size of the mailing list and was a delightful surprise to all concerned. Table 14 shows from what work settings the participants came.

TABLE 13 - Number of Participants Attending the Workshops

Location	First day	Second day	Both days	Total
Prince George	18	16	14	20
Terrace	27	21	21	27
Kamloops	7	7	5	9
Dawson Creek	18	18	17	18
Vancouver	58	49	33	74
Cranbrook	20	22	13	29
Nanaimo	44	44	31	57
Total	**192**	**176**	**134**	**234**

TABLE 14 - Workshop Participants' Work Settings

Location	College	School District	Community Group	Native	Other
Prince George	12+2 (2)	2	4	-	-
Terrace	16 (1)	-	5	4	2
Kamloops	6 (2)	-	3	-	-
Dawson Creek	12 (1)	-	2	2	2
Vancouver	11 (5)	47 (9)	4 (4)	5 (2)	7 (4)
Cranbrook	21+3 (2)	1+1	2	-	1
Nanaimo	30 (3)	4 (3)	6 (4)	14 (4)	3 (3)
Total	**113**	**55**	**26**	**25**	**15**

In Table 14, the number following the addition sign indicates volunteers who are involved in community tutoring outreach programs of the college or school district. The number in parentheses represents the number of agencies or different employers involved. It is interesting to note that the two regions with the greatest diversity are the Lower Mainland and Vancouver Island, but the greatest support for the event in the Lower Mainland came from the School Districts, while the greatest support on the Island came from the colleges. The three colleges with the highest attendance in the series were East Kootenay, Malaspina, and North West Community College. One of the Lower Mainland colleges did not have any representation, the fifth college was represented by an out-of-town participant.

Evaluations

The same workshop evaluation form was used throughout the series. It was based on similar forms developed for other ABE and literacy workshops. It was relatively quick and easy to fill in and enabled the project coordinator to quickly summarize the results and forward them to the presenter. (A sample of one of the summaries is included in the Appendix to this section.)

Most participants were conscientious about filling in the evaluation and there was a high rate of response. Presenters who knew they were doing other workshops used the ratings and comments to fine-tune their performances before the next workshop.

The comments section provided an outlet for those who wanted to say more about the workshop and the presenter, as well as an opportunity to address any comments to the ABEABC about this initiative. Listed below are some sample comments for several presenters and workshops from the whole series.

Presenter A:
-This was a wonderful and stimulating workshop.
-Very useful - much food for thought.
-I appreciate the handout of the resource materials. It is always helpful to come together to share our situation, strategies, successes, etc.

Presenter B:
-Exceptional workshop, I learned a great deal.
-Good, practical, hands-on, balanced.
-Wonderful to have such a knowledgeable presenter.
-Most timely and useful for me.
-Very, very, very useful.
-Very enjoyable - inspiring!
-Lots of ideas . . . Strategies that can be used in the classroom right away.

Presenter C:
-I picked up a number of strategies. I liked the tone and feel of the workshop.
-Very useful classroom tips.

Presenter D:
-I really looked forward to this workshop and all my expectations were met.
-Excellent! I found these ideas very useful and can't wait to try them!
-It's great to get "hands-on" practical techniques rather than theory.

Presenter E:
-Really enjoyed this; feel my eyes opening to other approaches to "blind areas".
-Useful - lots of ideas we can incorporate into our tutor-training. A splendid day for me. Confirmation that we're doing lots of things right in our program.
-Excellent presentation - instructor modelled as well as explained concepts and gave strategies.
-I enjoyed this workshop very much. The handouts will be very useful and the examples were excellent. A very worthwhile seminar.
-I enjoyed this tremendously. It made me think and wonder.
-Very engaging, challenging, excellent - many thanks. One of the best presenters I have seen over the years (12 in B.C.)
-Very beneficial.

Presenter F:
-Right on! - Great awareness lesson. Thanks.
-Excellent and relevant workshop.
-Inspiring and dynamic - thanks.
-Revealing, beneficial.
-Great stuff! Have heard some before, but need reminders to keep on track.
-Excellent, informative, organized, interesting, valuable, applicable!

Presenter G:
-Extremely useful information.
-I feel better about this whole language thing!
-I am greatly encouraged and inspired!
-Remarkable, practical, just what I need!
-Very good use of time with excellent ideas I can use in my tutor-training program. Thank you.
-Excellent! Plain, simple, effective, relevant!
-Wonderful, practical, and very meaningful. Ideas are so useful. Thank you.

Presenter H.
-Excellent information, process materials. More on this topic!
-I appreciate presenter's knowledge and attention to group process.

Presenter I:
-Sharing is terrific - most of us outside of Lower Mainland feel isolated.
-Great to get together to discuss issues.
-Excellent - so useful to learn what others are doing so we're not reinventing the wheel. New ideas, plus reassurance that I'm on the right track.
-Thanks very much. Very thought provoking . . .

Presenter J:
-Excellent, informative and very interesting.
-Worthwhile - appreciated the involvement of the participants. More workshops need to include active participation.

Presenter K:
-Thank you for all your wonderful ideas and hard work to prepare the overheads and transparencies.
-Valuable!
-Great!
-Lots of life!
-Very useful workshop.

Presenter L:
-Excellent - time well spent.
-I appreciated the organization and how the participants had ample opportunity to become involved.

Presenter M:
-Excellent ideas.
-A marvellous job on such short notice.
-Thanks for filling in.

Presenter N:
-Refreshing!
-A real pleasure.
-Enjoyed presenter's great sense of humour.

In the comments above, "presenter" may include two who shared a presentation. A sample only of the comments has been chosen to give the flavour of reactions and to emphasize some different aspects. Most people were extremely positive about all workshops and having the opportunity to participate in some worthwhile professional development at reasonable or no cost.

On the next page, comments made to the ABEABC on the evaluations forms are reproduced.

Comments to ABEABC:

-Thanks to the ABEABC for providing this workshop. Good job!
-We seldom get quality P.D. in the North so this was a real treat. I hope this kind of thing will continue.
-Both workshops were very useful - provide much food for thought. Hope to be at more like these!
-Workshops should be held on regular basis to give teachers, tutors, etc. chances to share ideas and information.
-I found these workshops most informative. I personally feel this should be a must for tutors! Do hope you continue.
-More please!
-Excellent two days with many useful ideas. Sounds like there are more coming - that's great!
-I came from Smithers to Prince George because the workshops were subsidized. I am a substitute instructor and paid accommodation out of my own pocket. The workshops were very valuable.
-Excellent all day workshop. Let's have more please.
-I'm really glad that these opportunities for workshops and networking are available. There should be more!
-Very glad to see this initiative!
-More! More! More!
-Best workshops by far I have seen in this area.
-Thank you! (repeatedly)
-Could we have more of same please? (More often)
-I received practical ideas which I can use in the classroom
-Excellent opportunity.
-Please can we have more of these? We are so isolated: These are invaluable to assist us.
-The opportunity for P.D. in this relatively isolated part of the province was greatly appreciated.
-I really appreciate these workshops being brought into the regions.
-Thank you for this opportunity.
-I was able to take in only the final hour of workshop due to conflict with my lecture schedule. I found the hour wonderful. I would love to take part in a whole day. Please consider scheduling workshops like this one using non-traditional lecture time. (May-June etc.)

Coordinator's Comments on Project

- Excellent idea.
- Attracted people on contract, substitute instructors, volunteer tutors, community people - all those who normally do not have access to P.D.
- People appreciated that the events were held "locally" and were cheap.
- The major expense would have been overnight accommodation. (Gas allowances were available, but not asked for to the extent budgeted.)
- People appear willing to absorb some expense if there are no exorbitant registration fees.
- Several people said they got much more out of some of the workshops than conferences they had paid big money for.
- The North Central, and East Kootenays were most appreciative of the effort to bring quality P.D. to the regions. The anticipated numbers in the North West and North East regions did not materialize, but local people felt that the attendance was good, and they also appreciated the initiative. The original response to the Needs Assessment in the North East had been low, because people felt they would not be included in this project - they were too far away to be considered and travel costs are exorbitantly high to bring people in. It was only at the insistence of the local contact person that the topics sheet was filled in.
- The small turnout in Kamloops was disappointing, especially as it represented two regions of the province, but those who came got a lot out of the two sessions. Perhaps this event was too early in the year, or the wrong time for a semester-based program. This would be a consideration for any ongoing kind of activity of this nature. Unfortunately, this project was time-limited and had to go with available dates and facilities.
- There was lots of enthusiasm on the Island and good turnouts from many different program providers.
- The Lower Mainland event shaped up very quickly and on relatively short notice. It was marked by the large turnout of school district practitioners. One School District closed its programs for two days and came en masse. After the end of the event, they sent an appreciative letter to the coordinator and to the ALCC thanking us both for our respective roles.
- People appreciated the chance for local networking.
- Presenters were professional and many enjoyed the opportunity to be involved in their own professional development through preparation and presentation of the workshops.
- Several presenters waived their honoraria in favour of the ABEABC.
- Most presenters absorbed their own photocopying costs.
- Most presenters did not require substitutes. Those who did, were more expensive than the budgeted per diem allowance by 2 or 3 times as much.
- Local contact people were enthusiastic and willing to take on the extra work of local arranging and keeping track of registrations.

Some Parting Comments:

The Needs Assessment has shown that there are few opportunities for most people to go to professional development events. One solution to change this situation would be to have regular regional workshops such as in this project.

Another solution, suggested by one of the interior college ABE Department Heads, is that, instead of one person from the college going to an expensive event in the Lower Mainland or elsewhere, the money be used to bring resource people to the region so that more people may benefit from the expertise.

The end of October and November seem good times to hold professional development events, as are May and June. Instructors in semester-based programs cannot attend until the semester is over. This was one reason given by many for not attending the ABEABC Annual Conference. The ABEABC is probably aware of this situation, but may be needs to give it some thought if it wants to increase its outreach.

These workshops were geared to the topics which seemed to be most popular on the Needs Assessment. Smaller groups of people in science and mathematics also have the need for professional development, but their numbers were not sufficiently great to risk organizing workshops on these topics, except for the math and numeracy workshop in the Lower Mainland. For more specialized subject areas, the only way around that would be to have provincial gatherings - which probably happens in the colleges anyway, around articulation events.

I would like to end this report by quoting the letter I received from the staff of the New Westminster School District:

. . . we would like to tell you how much we appreciated the two days of professional development sponsored by the Adult Basic Education Association. Finding affordable, relevant workshops is always a challenge for our staff, and these two days provided lots of stimulation and challenge, as well as an opportunity to meet with other practitioners. Thank you very much for spearheading this project and we look forward to more.

* * * * * * * * * * *

APPENDICES TO PART 2

Workshop program brochures - seven regions:
- Prince George
- North West
- Cariboo-Okanagan
- North East
- Lower Mainland
- The Kootenays
- Vancouver Island

Sample forms

ADULT BASIC
EDUCATION
ASSOCIATION
OF BRITISH COLUMBIA
Charitable Registration #0750945-21-27

#27035 - 1395 Marine Drive, West Vancouver, B.C., Canada V7T 1H0 Tel: (604) 926-8960 Fax: (604) 925-3567

PRINCE GEORGE REGIONAL PROFESSIONAL DEVELOPMENT WORKSHOP

When: Friday and Saturday, June 11th & June 12th, 1993

Where: College of New Caledonia, 3330 - 22nd Avenue, Prince George.
(Room to be announced.)

Who should attend? Instructors, coordinators, tutors who work in adult basic education and literacy in institutional and community settings.

What are the costs? $10.00 for snacks and lunches to cover both days will be payable on arrival.

Is there a travel subsidy? Gas expense allowances will be available for out-of-town participants according to need. Car pools would be appreciated to help stretch the budget. If interested, please enquire when you phone to register.

Program Overview (more details on back of this sheet):

Friday, June 11th, 8.30 a.m. to 3 p.m.

Topic: Strategies for Teaching Reading and Writing
Presenter: Florence Pieronek, Department of Language Education, UBC

Saturday, June 12th, 8.30 a.m. to 3 p.m.

Topic: Critical Education and the Development of a Student-Centred ABE Curriculum
Presenter: Carmen Rodriguez, Consultant and Instructor at SFU

See back of this sheet for more information about the workshops and presenters.

How do I register? PLEASE REGISTER YOUR INTENT TO ATTEND EITHER ONE OR BOTH DAYS AS SOON AS POSSIBLE. NUMBERS MAY HAVE TO BE LIMITED IF THE WORKSHOPS ARE POPULAR. FOR THIS REASON, IF YOU FIND THAT YOU CANNOT ATTEND AFTER REGISTERING, PLEASE PHONE AND CANCEL.

Call: 563-0185 in Prince George between 9.00 a.m. and 3.00 p.m. and ask for Frank Costello, or write to him at: 203 North Lyon St., Prince George, V2M 3E9.

PRINCE GEORGE REGIONAL PROFESSIONAL DEVELOPMENT WORKSHOP
June 11-12, 1993
College of New Caledonia
Prince George, B.C.

Friday, June 11, 8.30 a.m. Registration, coffee and muffins

Strategies for Teaching Reading and Writing: An integrated, interactive, process model

This workshop will present strategies that integrate the four processes in language (speaking, listening, reading and writing) with different content areas.
Participants will be actively involved in all stages of the presentation and discussion will be encouraged.

9.00-10.15	Workshop
10.15-10.30	*Break*
10.30-Noon	Workshop
Noon-1.00	*Lunch - provided*
1.00 -3.00	Workshop

Presenter: ***Dr. Florence Pieronek***
Florence teaches in the Department of Language Education, the University of British Columbia. She has many years of experience as a reading specialist and clinician and has taught in the public school system as well as at the university level. She is involved in teacher education and has taught courses in adult literacy.

Saturday, June 12, 8.30 a.m. Registration, coffee and muffins

Critical Education and the Development of a Student-Centred A.B.E. Curriculum

This workshop will present the basic premises of Critical Education and model specific techniques for the development of a student-centred curriculum.

9.00-10.30	Critical Education and the development of critical thinking. The use of "codes" and their potential for the development of a student-centred curriculum.
10.45-12.15	Reading and critical thinking: a hands-on experience. Theatre of the Oppressed.
12.15-1.00	*Lunch - provided*
1.00-3.00	Using "authentic" materials for learning: a hands-on session.

Presenter: ***Carmen Rodriguez***
Carmen has taught literacy and adult basic education in Latin America and Canada. Critical Education is one of her main areas of expertise. Presently, she works as a consultant for the Native Adult Education Resource Centre of Okanagan College. She also teaches in the Faculty of Education of Simon Fraser University.

ADULT BASIC
EDUCATION
ASSOCIATION
OF BRITISH COLUMBIA
Charitable Registration #0750945 21 27

#27035 - 1395 Marine Drive, West Vancouver, B.C., Canada V7T 1H0 Tel: (604) 926-8960 Fax: (604) 925-3567

NORTH WEST REGIONAL PROFESSIONAL DEVELOPMENT WORKSHOP

When: Thursday and Friday, September 23rd & September 24th, 1993

Where: Room 2001, NorthWest Community College, 5331 McConnell Avenue, Terrace

Who should attend? Instructors, coordinators, tutors who work in adult basic education and literacy in institutional and community settings.

What are the costs? No registration fees. Participants will be responsible for their own lunches, other meals and accommodation.

Is there a travel subsidy? Gas expense allowances will be available for out-of-town participants according to need. Car pools would be appreciated to help stretch the budget. If interested in the subsidy, please enquire when you phone to register.

Program Overview (more details on back of this sheet and attachment)

THURSDAY, September 23rd, 8.45 a.m. to approx. 4.15 p.m. Choose, either A. or B.

A. Topic: **Creating Learning Materials**
Presenter: Darrel McLeod, Director, K'noowenchoot Centre for Aboriginal Adult Education

B. Topic: **Reading and Writing as a Part of the Critical Inquiry Process**
Presenters: Ann McQuaid and Paula Davies, Instructors, College of New Caledonia

FRIDAY, September 24th, 8.30 a.m. to approx. 3.30 p.m. Choose from:

C. Topic: **Leading Students to Quality Work** **(see note on p.3)**
Presenter: Lynn Hughes, North West Counselling and Training Centre, Terrace

D. Half-day sessions. (i) in morning; (ii) in afternoon.

(i) Topic: Focus on Aboriginal curriculum/instruction - specific topic to be announced later
Presenter: Darrel McLeod, Director, K'noowenchoot Centre for Aboriginal Adult Education

(ii) Topic: **International models of adult education - Learnings from China**
Presenters: Jim Bray, President, ABEABC & Larry Bolingbroke, ABE Coordinator, NWCC

NORTHWEST REGIONAL PROFESSIONAL DEVELOPMENT WORKSHOP
September 23-24, 1993
Northwest Community College
Terrace, B.C.

Thursday, September 23, 8.45 a.m. to 9.15 a.m. Registration, coffee and muffins.

Timetable for the day: Workshop 9.30 to 12.30 (with mid-morning break)
Lunch 12.30 to 1.15 (approximate)
Workshop (continued) 1.15 to 4.15 (with mid-afternoon break)

CHOOSE EITHER WORKSHOP A. OR WORKSHOP B.

Workshop A. Creating Learning Materials

Workshop participants will become familiar with the process of creating learning materials through a "hands-on" experience which will apply to many different content areas and levels of ABE Instruction. A useful "make and take" session.

Presenter: Darrel McLeod
Darrel is currently Director of the K'noowenchoot Centre for Aboriginal Adult Education Resources in Salmon Arm, B.C. He has a great deal of experience in the designing and developing of curriculum materials in the public school system and for adults.

Workshop B. Reading and Writing as a Part of the Critical Inquiry Process

This workshop will build on the ideas developed in the whole language manual developed by the presenters. They will demonstrate how whole language and reader response theories and strategies can be used to help students respond critically to the environment in which we all live. Encouraging student research - at all levels of literacy - is part of that response. The value of collaborative work will be emphasized, and topical issues will be used as much as possible.

Presenters: Paula Davies and Ann McQuaid
Paula and Ann have both worked at the College of New Caledonia for several years. Paula coordinates the Volunteer Adult Literacy Tutoring (VALT) Program. Ann is an instructor in the Adult Basic Education(ABE) Department of the College. They are joint authors of the manual *Whole Language and Adult Literacy Instruction* and have also developed several units in the *Theme Units Resource Manual for Literacy Instruction.*

Friday, September 24, 8.30 a.m. Registration, coffee and muffins.

Timetable for the day: Workshops 9.00 to Noon (with mid-morning break)
Lunch Noon to 12.45 (approximate)
Workshops 12.45 to 3.30 (approximate)

NOTE: Workshop C will continue all day. However, the presenter has agreed to deal with two different aspects of the topic - one in the morning and one in the afternoon - so that participants may have a choice of presentation for both the morning and afternoon sessions.

Morning: ***CHOOSE EITHER WORKSHOP C OR WORKSHOP D(i).***

Workshop C. Leading Students to Quality Work

Through interactive processes this presentation will cover the basic concepts that are important in leading students to do quality work. Participants will explore methods of eliminating students' fears, developing trust in the classroom, and encouraging student self-evaluation. The **afternoon session** will focus on why and how we behave. Participants will learn about a communication process that is used to help individuals make more responsible choices. A discussion of barriers to helping students and identifying professional limits will also be included.

Presenter: Lynn Hughes R.P.N., R.T.C.
Lynn has provided counselling services in a variety of community settings since 1974 and has been in private practice since 1988. She taught Counselling Skills as an instructor with the Social Services Program at Northwest Community College prior to developing her own practice. Lynn uses an eclectic approach to counselling with individuals, couples and groups. She has developed and implemented a number of training programs in northern B.C. Her interests are in teaching effective communication skills for relationships at home and in the workplace. She is a member of several professional associations in her field.

Workshop D(i). Aboriginal curriculum issues

Presenter: Darrel McLeod (See biographical notes under Workshop A.)

Afternoon: ***CHOOSE EITHER WORKSHOP C (CONTD.) OR WORKSHOP D(ii).***

Workshop C. (See description above for afternoon session.)

Workshop D(ii). International Models of Adult Education - Learnings from China

This workshop will use a variety of media - print, slides and video - to convey to participants something of the experiences and learnings of the presenters when they participated in an international conference on adult education in China in June of this year. Models of adult education provision and community partnerships will be a focus of discussion.

Presenters: Jim Bray and Larry Bolingbroke
Jim Bray is President of the ABEABC and on the faculty of the University College of the Cariboo. Larry Bolingbroke is ABE Coordinator at Northwest Community College and was Vice-President of the ABEABC for several years. Both Jim and Larry have a long involvement in the ABE field in B.C.

How do I register? Registration will be on a phone-in basis. Attendance at workshops will be limited to about 20 persons per session to allow for interaction and discussion. In order to avoid disappointment to others, if you find that you cannot attend after registering, please phone and cancel.

Call: Larry Bolingbroke or Margo Normandeau at 635-6511 local 243 to register and for any further information.

ADULT BASIC
EDUCATION
ASSOCIATION
OF BRITISH COLUMBIA
Charitable Registration #0750945-21-27

#27035 - 1395 Marine Drive, West Vancouver, B.C., Canada V7T 1H0 Tel: (604) 926-8960 Fax: (604) 925-3567

CARIBOO-OKANAGAN REGIONAL PROFESSIONAL DEVELOPMENT WORKSHOP

When? Thursday, September 30, and Friday October 1st, 1993

Where? University College of the Cariboo, Kamloops
College Activity Centre, Room 314 (see map)

Who should attend? Instructors, Department Heads, Coordinators and Tutors working in adult basic education and literacy in institutional and community settings.

What are the costs? A **$15.00** registration fee, payable on arrival, will help pay for lunches and snacks for the two days. Participants will be responsible for their own accommodation and their other meals.

Is there a travel subsidy? Gas expense allowances will be available for out-of-town participants according to need. Car pools would be appreciated to help stretch the budget. If interested in the subsidy, please enquire when you phone to register.

Program Overview

THURSDAY, September 30th, 8.30 a.m. to 4.00 p.m. - All day session.
Topic: Strategies for Teaching Critical Thinking
Presenter: Moira Gutteridge, Specialist in Critical Thinking Instruction, University College of the Fraser Valley, Abbotsford

FRIDAY, October 1st, 8.30 a.m. to 4.00 p.m. - All day session.
Topic: Working with Students with Learning Difficulties
Presenter: Anne Erickson, Access Services, Malaspina College, Nanaimo

(**Note**: See back of sheet for more information about the workshops and presenters.)

How do I register? Registration will be on a phone-in basis. Please phone Jim Bray's office at UCC, Kamloops, at **828-5290.** See page 4 for further information.

CARIBOO-OKANAGAN PROFESSIONAL DEVELOPMENT WORKSHOP
September 30 & October 1, 1993
University College of the Cariboo
Kamloops, B.C.

Timetable for both days:

8.30 - 9.00 a.m.	*Registration, Coffee and Muffins*
9.00 - Noon	Workshop (with mid-morning break)
Noon - 1 p.m.	*Lunch to be provided*
1.15 - 4.00 p.m.	Workshop (with mid-afternoon break)

Thursday, September 30th ***STRATEGIES FOR TEACHING CRITICAL THINKING***

9.15 - 10.15 a.m. "Preparing for critical thinking instruction: making critical thinking accessible to your students"

In ABE classes, we see the full range of ability from skilled critical thinkers to students whose background and skills have not prepared them to express an opinion, much less to evaluate the ideas of others. We also see a full range of learning styles, from methodical step-by-step thinkers to intuitive, global, visual, and kinaesthetic learners. How do you make critical thinking accessible to all these people? We will discuss the strategies you can put in place in your classrooms and courses to make sure that all your students will be ready to engage in critical thinking.

10.30 a.m. - Noon "Resources and strategies for increasing critical thinking"

How do you get more critical thinking into your courses - and more out of your students? How do you check that the materials you are thinking of using really do promote "critical" thinking. How do you choose from the wide variety of approaches to critical thinking and the smorgasbord of materials on the market? This part of the workshop will outline the different approaches, demonstrate some useful generic exercises and recommend resources.

Note: Participants are asked to bring with them samples of their own instructional materials currently in use - any subject, any level.

1.15 - 2.15 p.m. "Incorporating critical thinking across the A.B.E. curriculum"

How can you fit in more critical thinking while still ensuring you cover the curriculum for your course? Building on the morning sessions, this part of the workshop will illustrate ways to incorporate critical thinking goals and techniques into existing A.B.E. courses in English, math and science.

2.30 - 3.45 p.m. "Strategies for dealing with individual difficulties in critical thinking"

Unexpected difficulties with critical thinking occur for people of all ages and ability levels. This workshop shows how to identify some common types of reasoning difficulties in students' written and oral responses, and offers suggestions for deciding when and how to intervene.

Presenter: ***Moira Gutteridge, Philosophy Instructor, University College of the Fraser Valley***
Moira is a specialist in critical thinking instruction. Her current course focusses on critical thinking as an interactive process - a way to use one's present level of knowledge effectively as a basis for acquiring further knowledge and to contribute constructively to problems or disagreements. She has taught in the B.C. colleges since 1976 as a philosophy instructor and in ABE. Her eclectic educational background includes astronomy, mathematics, philosophy, and personnel management as well as adult basic education. She has taught English and math at various levels as well as Intermediate science in the ABE programs at Fraser Valley, Douglas and Kwantlen Colleges in both self-paced classrooms and semester-based programs. Moira has a textbook, *Constructive Critical Thinking*, which has been accepted for publication by Harcourt Brace Canada in the spring of 1995.

Friday, October 1st, ***WORKING WITH STUDENTS WITH LEARNING DIFFICULTIES***

Preliminary Outline:

9.00 - Break "Assessing the Student with Learning Difficulties - Suggestions for Classroom Instructors"

- Why do an Assessment?
- Tests that may be Useful
- Informal Testing
- Intake Forms

Break- Noon "Understanding Students with Learning Difficulties"

- Learning and Teaching Styles - various instruments
- Learning Modalities

1 p.m. - Break "Strategies for Teaching People with Learning Difficulties"

- Types of Learning Difficulties
- Study Tips

Break- End - Video & Discussion

Presenter: ***Anne Erickson, Access Services Department, Malaspina College, Nanaimo***
Anne has assisted several hundred students with learning difficulties in both the public school system and the post-secondary education system. Anne's current responsibilities at Malaspina College's Access and Assessment Centre, include: assessments for non-traditional students on a one-to-one basis; provision of essential support services for students with difficulties; assistance to a wide variety of community transition programs (e.g. Nanaimo Correctional Centre, Drug and Alcohol Treatment Centres, MSSH and CEC alternate programs) that encourage non-traditional students to explore college as an option; and presentation of study skills workshops for students and instructors. Anne has taught in several B.C. communities and brings a practical point of view and a friendly, approachable style to her workshops.

INTERESTED IN INTERNATIONAL ADULT EDUCATION?

Jim Bray of UCC and President of the ABEABC, attended an international conference on adult education in China in June of this year. Jim is willing to share his insights, pictures, and experiences from this trip with any who may be interested.. We can add an hour to the program if there is sufficient interest in this item. Please indicate interest when you phone to register.

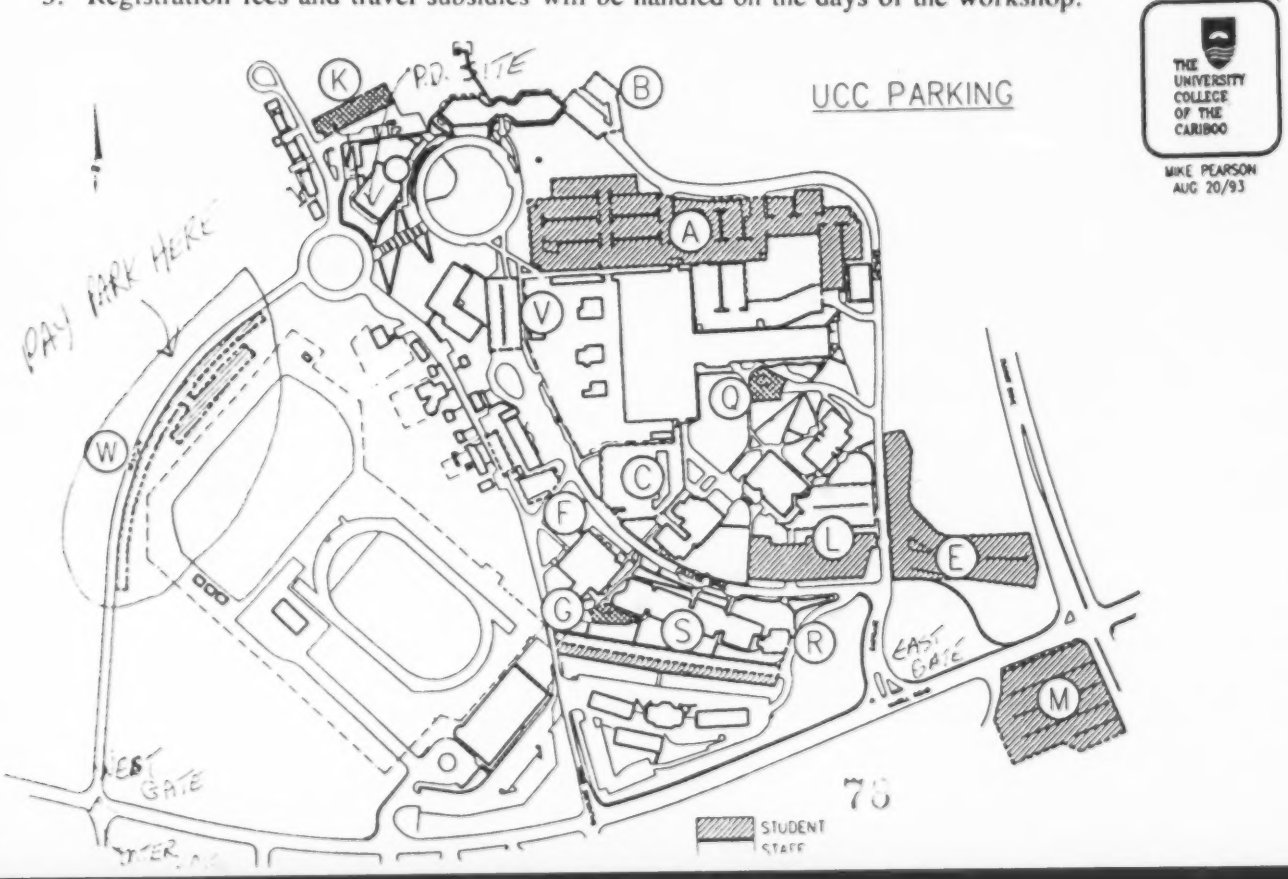
Further Information:

Please note:

1. Participants in the Thursday workshop are asked to bring with them samples of their current teaching materials (any subject, any level) these will be used in the second session (see outline on page 2).

2. Registration is by phone-in. If you find that you cannot attend after registering, please phone Jim Bray's office and cancel so that others who may be waitlisted can attend the workshop and so that we have accurate numbers for ordering lunches.

3. Registration fees and travel subsidies will be handled on the days of the workshop.



ADULT BASIC EDUCATION ASSOCIATION OF BRITISH COLUMBIA
Charitable Registration #0750945 21 27

#27035 - 1395 Marine Drive, West Vancouver, B.C., Canada V7T 1H0 Tel: (604) 926 8960 Fax: (604) 925 3567

NORTH EAST REGIONAL PROFESSIONAL DEVELOPMENT WORKSHOP

When? Thursday and Friday, October 14-15th, 1993

Where? Northern Lights College, 11401 - 8th Street, Dawson Creek, V1G 4G2
Workshops A & B in the Multi-purpose room, Main Building
Workshop C in Classroom 1, Academic Development Building

Who should attend? Instructors, Department Heads, Coordinators and Tutors working in adult basic education and literacy in institutional and community settings.

What are the costs? A ~~$20.00~~ $10.00 registration fee, payable on arrival, to help with snacks etc. for the two days. Participants will be responsible for their own lunches, other meals and accommodation.

Is there a travel subsidy? Gas expense allowances will be available for out-of-town participants according to need. Car pools would be appreciated to help stretch the budget. If interested in the subsidy, please enquire when you phone to register.

Program Overview

THURSDAY, October 14th, 8.30 a.m. to 4.00 p.m. - All day session A

Topic: Developmental and/or Remedial?: Assessing ABE Students' Skills and Needs
Presenter: Catherine Schnare, Evaluator/Instructor, Learning Skills Centre, Selkirk College

FRIDAY, October 15th, 8.30 a.m. to 4.00 p.m. Choose from two all day sessions:
EITHER:
B. Topic: Teaching and Learning Strategies for Adults with Learning Disabilities
Presenter: Catherine Schnare, Evaluator/Instructor, Learning Skills Centre, Selkirk College
OR:
C. Topic: The Evolution of Outcome Based Education: From Nakedness to Clothing
Presenter: Rick Scott, Instructor, School District 59, & Northern Lights College

(**Note**: See back of sheet for more information about the workshops and presenters and **registration** information.)

NORTH EAST REGIONAL PROFESSIONAL DEVELOPMENT WORKSHOP
October 14-15, 1993
Northern Lights College
Dawson Creek, B.C.

Timetable for both days:

8.30 - 9.00 a.m.	*Registration, Coffee and Muffins*
9.00 - 12.30 p.m.	Workshop (with mid-morning break)
12.30 - 1.15 p.m.	*Lunch - in the campus cafeteria*
1.15 - 4.00 p.m. *(approximate)*	Workshop

Thursday, October 14th

A. Developmental &/or Remedial?: Assessing Students' Skills and Needs

Following an informative presentation on the definitions and characteristics of various learning disabilities, several methods to assess the difficulties ABE students experience will be outlined. Lecture/discussion, individual and small group activities, and a variety of media will be used to involve participants through the day. Each participant is encouraged to come prepared with 2-3 examples of specific student difficulties he/she has dealt with or observed in the classroom.

Friday, October 15th

B. Teaching and Learning Strategies for Adults with Learning Disabilities

This workshop will be a continuation of yesterday's, only participants in Thursday's session may attend the Friday workshop. The process of planning program objectives and selecting appropriate teaching/learning strategies, based on the data collected during the assessment, will be described and demonstrated. Examples will be presented in which various compensations or modifications were recommended. Audio, video and print materials will be used in the presentation and participants will be encouraged to contribute in discussions.

Presenter: Catherine Schnare
Catherine is a graduate of the Kellogg Institute for Developmental Education. She coordinates the services of the Learning Skills Centre on the Nelson Campus of Selkirk College where she has worked for the past 12 years. Her responsibilities include group-administered basic skills testing and individual learning skills assessment, learning assistance and study skills instruction, as well as facilitation of services for special needs students. She works with students in all campus programs, including a large, multi-level ABE Department. She has presented numerous professional development workshops on the topic of adults with learning disabilities.

Friday, October 15th

C. Evolution of Outcome Based Education (OBE): From Nakedness to Clothing

The day will consist of designing down (getting naked) to obtain program objectives, then teaching up (getting dressed). Participants will be involved in a hands-on approach to designing using OBE principles. The workshop will also demonstrate how to involve both the students and the instructors in designing a curriculum that is both relevant and interesting to them. Small and large group involvement will be the order of the day as we demonstrate and design through the evolutionary process.

Presenter: Rick Scott
Rick has been teaching in School District #59 for the past 12 years. He has taught at both the elementary and high school levels. Currently he teaches senior English and Integrated 9 at Chetwynd Secondary School. In addition to these regular teaching duties, Rick teaches part-time in the Teacher Aide Training Program of Northern Lights College. This past summer, he completed his Master's degree in Administration and Curriculum at Gonzaga University. Rick has given many workshops on Co-operative Learning throughout the province. He is the founder, publisher and editor of an OBE/Quality Schools Network sponsored by ASCD and has given several workshops on OBE in the U.S. and Canada.

How do I register? Registration will be on a phone-in basis. Please phone Jeannie Purvis in Dawson Creek: College number : **782-5251;** Home number: **782-5168.**

Please note:
1. Catherine's sessions (A & B) are consecutive; therefore, if you plan to attend her session on Friday, you should be sure to attend on Thursday.

2. If you find that you cannot attend after registering, please phone Jeannie and cancel in order to avoid disappointment to others who may wish to attend and are waitlisted.

3. Registration fees and travel subsidies will be handled on the days of the workshop.

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LOWER MAINLAND REGION
PROFESSIONAL DEVELOPMENT WORKSHOPS

When? Thursday and Friday, October 21st-22nd, 1993

Where? Chateau Granville Hotel, 1100 Granville Street, Vancouver, V6Z 2B6
(*Rooms for specific workshops will be posted on arrival.*)
Note: The hotel is at Granville and Helmcken, only a few blocks from the Granville SkyTrain station at the Hudson Bay store.

Who should attend? Instructors, Department Heads, Coordinators and Tutors working in adult basic education and literacy in colleges, school districts and other settings.

What are the costs? A registration fee of **$20.00** per day includes the *buffet lunch of soup, salad, sandwich and fruit* which will be provided by the hotel. Participants will be responsible for their other meals, and their accommodation. Coffee, tea, juice and snacks will be provided on arrival and during the day.

What about Parking? Underground parking is available at the hotel for $3.00 a day. There are also parking lots between Helmcken and Davie behind the hotel - approach off Helmcken or Seymour (see map) - costs are $3.50 a day from machine tickets.

Is there a travel subsidy? Gas allowances are available, according to need, for round-trips of over 100km. If interested in the subsidy, please enquire when you phone to register.

How do I register? Please contact *Linda Hackett* at the Adult Literacy Contact Centre: Vancouver local area **684-0624**; Toll-free number in B.C. - **1-800-663-1293**; or **fax - 684-8520. Registration deadline**: **Monday, October 18th at 4.30 p.m.**

Please note:
1. If you find that you cannot attend after registering, **please phone Linda and cancel** so that others who may be waitlisted can attend and so that we have accurate numbers for lunch.

2. Registration fees will be collected on arrival. Cash or cheques accepted. (Cheques should be made payable to: Audrey Thomas.)

PROFESSIONAL DEVELOPMENT WORKSHOPS

October 21st-22nd, 1993

Chateau Granville Hotel, Vancouver, B.C.

Timetable for both days:

8.30 a.m. - 9.00 a.m.	*Registration, Coffee and Muffins*
9.00 a.m. - Noon	Workshop (with mid-morning break)
Noon - 1 p.m.	*Lunch provided in Hotel*
1. 00 p.m. - 4.00 p.m.	Workshop (with mid-afternoon break)

Program Overview

THURSDAY Choose: An All day session - A or B, OR Half-day sessions C & D.

A. ***Topic:*** Strategies for Teaching Reading
Presenter: Dr. Florence Pieronek, Department of Language Education, UBC

B1. ***Topic:*** Adult Learning Materials: What, Why and How?
Presenter: Suzanne Ives, Wordstream Press, Victoria READ Society
Note: Registration is limited to **10** persons in this workshop. (Repeated Friday).

C. ***Topic:*** Learner Assessment at the Fundamental ABE Level (0 -8)
Presenters: Joyce Cameron, Douglas College, & Laurie Gould, Vancouver Community College

D. ***Topic***: Strategies for Teaching Critical Thinking
Presenter: Moira Gutteridge, University College of the Fraser Valley, Abbotsford

FRIDAY Choose: All day session B2, OR sessions E or F (a.m.) AND G or H (p.m.).

B2. ***Topic:*** Adult Learning Materials: What, Why and How? (Repeat of ***B1.***)

E. ***Topic:*** Oral Communication Skills
Presenter: Colleen McGoff Dean, Kwantlen College

F. ***Topic:*** Mathematics: A to Z in a Learning Centre
Presenters: Loraine Wong, Langley Adult Education Centre, & Louise Gallie, New Westminster, School District

G. ***Topic:*** The NEVER FAIL Method of Writing
Presenter: Kate Nonesuch, Instructor, Cowichan Campus, Malaspina College

H. ***Topic: SkillPlan*** - A Collaborative Approach to Learning
Presenters: A team of people facilitated by Elizabeth Thompson, *SkillPlan*

Thursday, October 21st:
SESSION A - All day - Room will be posted on arrival.

STRATEGIES FOR TEACHING READING AND WRITING: An Integrated, Interactive, Process Model

This workshop will present strategies that integrate the four processes in language (speaking, listening, reading and writing) with different content areas at various levels.
Participants will be actively involved in all stages of the presentation and discussion will be encouraged

Presenter: Dr. Florence Pieronek, *Department of Language Education, University of British Columbia*
Florence received her doctorate from Boston University and has many years of experience working as a reading specialist and reading clinician in Canada. She has taught in the public school system as well as at the university level. She is involved in teacher education and has taught courses in adult literacy at UBC. Her area of specialization and research is content reading. Florence is a dynamic workshop presenter.

*****

SESSION B - All day - Room will be posted on arrival
ADULT LEARNING MATERIALS: WHAT, WHY AND HOW?
Note: This is a hands-on creative workshop and numbers will be limited to 10 persons. However, it will be repeated on Friday.

In the first part of this workshop, participants will:

- examine existing learning materials
- discuss which materials work best
- look at "Guidelines for Assessing Adult Literacy Materials", and
- decide if there is a need for more learning materials.

After the discussion, participants will be involved in all of the steps necessary to produce a publication on the spot! This process will be helpful whether you are producing a publication on your own, working with a group of adult learners or co-workers or motivating learners to write.

Please bring a sample of something you have created, something you find effective and/or ideas for new materials.

Presenter: Suzanne Ives, *Coordinator, Wordstream Press, Victoria READ Society*
Suzanne has been involved in the adult literacy field for 10 years in Ontario and British Columbia, first as a volunteer tutor, then as a literacy coordinator and full-time practitioner. Suzanne has an M.A. in interdisciplinary studies. She has worked on literacy curriculum and is about to produce her eleventh publication with adult learners involved in every step!

SESSION C - Half Day - 9.00 a.m. to Noon - Room to be posted on arrival
LEARNER ASSESSMENT AT THE FUNDAMENTAL ABE LEVEL (0 - 8)

This workshop is aimed at sparking discussion and addressing issues and concerns around assessment. Laurie Gould will present the assessments developed at King Edward Campus of Vancouver Community College for the entire Fundamental Level and Joyce Cameron will present assessments designed for basic literacy. Both assessment sets are readily adaptable to different settings. The balance of the workshop (the majority of the time) will be spent discussing participant-raised questions. Please come ready to voice your concerns and share what you know.

Presenters: ***Laurie Gould*** *has been an instructor with the Basic Education Department of Vancouver Community College since 1974. She has been responsible on a regular basis for the interviewing and assessing of new students and worked on the placement test currently used by that department. She is an experienced workshop presenter.*

Joyce Cameron *has taught ABE at Douglas College since 1981. She has been the faculty person attached to the I-CARE program for many years and is the author of A Guide for Tutoring Adult Literacy Students. She is working on a Master's degree with a focus on literacy acquisition.*

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SESSION D - Half Day - 1.00 p.m. to 4.00 p.m.- Room to be posted on arrival
STRATEGIES FOR TEACHING CRITICAL THINKING
1.00 p.m. to Break. " Making critical thinking accessible to your students"
2.30 - 4.00 p.m. "Strategies for dealing with individual difficulties in critical thinking"

In ABE classes, we see the full range of ability from skilled critical thinkers to students whose background and skills have not prepared them to express an opinion, much less to evaluate the ideas of others. We also see a full range of learning styles, from methodical step-by-step thinkers to intuitive, global, visual, and kinaesthetic learners. How do you make critical thinking accessible to all these people? We will discuss the strategies you can put in place in your classrooms and courses to make sure that all your students will be ready to engage in critical thinking.

Unexpected difficulties with critical thinking occur for people of all ages and ability levels. This section of the workshop will show how to identify some common types of reasoning difficulties in students' written and oral responses, and offers suggestions for deciding when and how to intervene.

Presenter: ***Moira Gutteridge,*** *Philosophy Instructor, University College of the Fraser Valley*
Moira is a specialist in critical thinking instruction. Her current course focusses on critical thinking as an interactive process - a way to use one's present level of knowledge effectively as a basis for acquiring further knowledge and to contribute constructively to problems or disagreements. She has taught English and math at various levels in the ABE programs at Fraser Valley, Douglas and Kwantlen Colleges in both self-paced classrooms and semester-based programs. Moira has a textbook, Constructive Critical Thinking which has been accepted for publication by Harcourt Brace Canada in the spring of 1995.

Friday, October 22nd:

SESSION B2 - All day - Room to be posted on arrival
ADULT LEARNING MATERIALS: WHAT, WHY AND HOW?
***Note:** This is a hands-on creative workshop and numbers will be limited to **10** persons.*
For Description of Workshop and notes about Presenter see Thursday's program.

Half day sessions: MORNING: Choose from SESSION E or SESSION F
AFTERNOON: Choose from SESSION G or SESSION H

SESSION E. Half day - 9.00 a.m. - Noon. Room to be posted on arrival
ORAL COMMUNICATION SKILLS

Listening is one of the most important oral communication skills, yet it is one of the most difficult to teach. This workshop will equip you to teach listening skills to students at all levels. Following an overview of listening theory, the workshop will address: types of listening; typical obstacles to effective listening; and specific techniques for improving listening skills. Participants will take part in specific activities appropriate for use at a variety of ABE levels.

***Presenter: Colleen McGoff Dean,** Instructor, Kwantlen College*
Colleen has a Master's Degree in Speech Communication and has taught a variety of oral communication courses, including public speaking, interpersonal communication, and group processes, at the college and university level in California and B.C. She has conducted numerous workshops on presentation skills, and communication in the classroom and is a trainer of facilitators for Instructional Skills Workshops. She currently teaches Intermediate, Advanced and Provincial English at Kwantlen College, and includes oral communication units in all levels.

SESSION F. Half day - 9.00 a.m. - Noon. Room to be posted on arrival
MATHEMATICS: A TO Z IN A LEARNING CENTRE

Many centres operate on a drop-in self-paced basis. How do you handle multi-level situations in math? This workshop will look at strategies to use with students from numeracy to Advanced levels. Participants will be asked to share their experiences with the group.

***Presenters: Louise Gallie,** Instructor, School District #40 (New Westminster)*
Louise has taught in adult learning centres for nine years and has special expertise in math..
***Loraine Wong,** ESL/Literacy Department Head, has worked at Langley Adult Education Centre (a storefront drop-in centre) for eight years and recently developed a numeracy book for adult students*

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LUNCH TO BE PROVIDED AT THE HOTEL

Friday, October 22nd (contd.)
AFTERNOON SESSIONS:

SESSION G. Half day - 1.00 - 4.00 p.m. Room to be posted on arrival
The NEVER FAIL Writing Method

Tired of marking students' writing, especially when it doesn't seem to improve? Exasperated with non-completion of writing assignments? There is a way to get out of the rut! The NEVER FAIL writing method makes students aware of what they are doing right and builds on their success. The method is based on the fact that writing is a social act: writers write for readers. Students learn techniques published writers use to involve their audience. Kate has used the method successfully in her Fundamental, Intermediate and Advanced ABE classes. In her workshop, she will discuss the use of the method at all three levels. Participants will have a chance to work with student materials at a level that interests them.

Presenter: Kate Nonesuch, Instructor, Malaspina College, Duncan
Kate teaches English and Math in the Developmental Education Department at the Cowichan Campus. She has used the NEVER FAIL Writing Method for the last five years. Kate is the co-author of several theme units recently published by the Ministry of Advanced Education for use at the Fundamental and Intermediate levels of ABE.

SESSION F: Half day - 1.00 - 4.00 p.m. Room to be posted on arrival
SkillPlan - A Collaborative Approach to Learning

SkillPlan is an initiative of the organized sector of the B.C. Construction Industry. An essential component of *SkillPlan's* success is the ability to meet specific learning needs of students in the context of the construction industry. One model developed by *SkillPlan* begins with individual student referral to an adult education provider in the community. With *SkillPlan* as the catalyst, the instructor, the student, and a trades trainer work together, each contributing their own perspective and skills.

In this workshop, a demonstration of the model will take place using some of the real life collaborators. The demonstration will include a process for creating materials. The workshop will be of interest to those who are encouraging specific basic skills development based directly on links to the real world.

Presenters: Elizabeth Thompson, Adult Education Advisor, SkillPlan
Jane Morton, Instructor and Tutor, Open Learning Agency
Trades Trainer, and Student - Names to be announced
Elizabeth has been with SkillPlan since its inception and has many years of varied adult basic education experience in B.C. and Alberta. Jane has many years of experience in instructing and in creating learning materials.

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NOTE: **LITERACY** B.C. is holding its Annual Conference and AGM at the Chateau Granville from 7.30 p.m. to 9 p.m. Friday 22nd (Wine and Cheese Reception), and Saturday from 9 a.m. to 4 p.m. For further information on their program **phone: 687-5077. There is separate registration for this event.**

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KOOTENAYS REGION
PROFESSIONAL DEVELOPMENT WORKSHOPS

When? Thursday and Friday, October 28-29th, 1993

Where? East Kootenay Community College, 2700 College Way, Cranbrook, V1C 5L7
(Rooms to be posted on arrival.)

Who should attend? Instructors, Department Heads, Coordinators and Tutors working in adult basic education and literacy in institutional and community settings.

What are the costs? A **$10.00** registration fee per day will be collected on arrival. This fee covers a gourmet lunch served in an exclusive atmosphere by trainees in the French cuisine program. Participants will be responsible for their own accommodation and their other meals, but snacks will be provided at time of registration and during the day.

Is there a travel subsidy? Gas expense allowances will be available for out-of-town participants according to need. Car pools would be appreciated to help stretch the budget. If interested in the subsidy, please enquire when you phone to register.

Program Overview

THURSDAY, October 28th, 8.30 a.m. to 4.00 p.m. - All day session.
Topic: Strategies for Teaching Critical Thinking
Presenter: Moira Gutteridge, Specialist in Critical Thinking Instruction, University College of the Fraser Valley, Abbotsford

FRIDAY, October 29th, 8.30 a.m. to 4.00 p.m. - All day session.
Topic: Working with Students with Learning Difficulties
Presenter: Anne Erickson, Access Services, Malaspina College, Nanaimo

How do I register? Please **contact** Bob Gadsby by phone: bus. **1-342-3210,** or res.- after 6 p.m. 1-347-6587, or **fax:** 1-342-9221, or write to him at: EKCC, Box 960, Invermere, B.C., V0A 1K0. See page 4 for further information.

KOOTENAYS PROFESSIONAL DEVELOPMENT WORKSHOPS
October 28-29, 1993
East Kootenay Community College
Cranbrook, B.C.

Timetable for both days:

8.30 - 9.00 a.m.	*Registration, Coffee and Muffins*
9.00 - Noon	Workshop (with mid-morning break)
Noon - 1 p.m.	*Lunch to be provided*
1.15 - 4.00 p.m.	Workshop (with mid-afternoon break)

Thursday, October 28th, ***STRATEGIES FOR TEACHING CRITICAL THINKING***

9.15 - 10.15 a.m. "Preparing for critical thinking instruction: making critical thinking accessible to your students"

In ABE classes, we see the full range of ability from skilled critical thinkers to students whose background and skills have not prepared them to express an opinion, much less to evaluate the ideas of others. We also see a full range of learning styles, from methodical step-by-step thinkers to intuitive, global, visual, and kinaesthetic learners. How do you make critical thinking accessible to all these people? We will discuss the strategies you can put in place in your classrooms and courses to make sure that all your students will be ready to engage in critical thinking.

10.30 a.m. - Noon "Resources and strategies for increasing critical thinking"

How do you get more critical thinking into your courses - and more out of your students? How do you check that the materials you are thinking of using really do promote "critical" thinking. How do you choose from the wide variety of approaches to critical thinking and the smorgasbord of materials on the market? This part of the workshop will outline the different approaches, demonstrate some useful generic exercises and recommend resources.

Note: Participants are asked to bring with them samples of their own instructional materials currently in use - any subject, any level.

1.15 - 2.15 p.m. "Incorporating critical thinking across the A.B.E. curriculum"

How can you fit in more critical thinking while still ensuring you cover the curriculum for your course? Building on the morning sessions, this part of the workshop will illustrate ways to incorporate critical thinking goals and techniques into existing A.B.E. courses in English, math and science.

2.30 - 3.45 p.m. "Strategies for dealing with individual difficulties in critical thinking"

Unexpected difficulties with critical thinking occur for people of all ages and ability levels. This workshop shows how to identify some common types of reasoning difficulties in students' written and oral responses, and offers suggestions for deciding when and how to intervene.

Presenter: ***Moira Gutteridge,*** *Philosophy Instructor, University College of the Fraser Valley*
Moira is a specialist in critical thinking instruction. Her current course focusses on critical thinking as an interactive process - a way to use one's present level of knowledge effectively as a basis for acquiring further knowledge and to contribute constructively to problems or disagreements. She has taught in the B.C. colleges since 1976 as a philosophy instructor and in ABE. Her educationa! background includes astronomy, mathematics, philosophy, and personnel management as well as adult basic education. She has taught English and math at various levels in the ABE programs at Fraser Valley, Douglas and Kwantlen Colleges in both self-paced classrooms and semester-based programs. Moira has a textbook, *Constructive Critical Thinking* which has been accepted for publication by Harcourt Brace Canada in the spring of 1995.

Friday, October 29th, ***WORKING WITH STUDENTS WITH LEARNING DIFFICULTIES***

Preliminary Outline:

9.00 - Break "Assessing the Student with Learning Difficulties - Suggestions for Classroom Instructors"

- Why do an Assessment?
- Tests that may be Useful
- Informal Testing
- Intake Forms

Break- Noon "Understanding Students with Learning Difficulties"

- Learning and Teaching Styles - various instruments
- Learning Modalities

1 p.m. - Break "Strategies for Teaching People with Learning Difficulties"

- Types of Learning Difficulties
- Study Tips

Break- End - Video & Discussion

Presenter: ***Anne Erickson,*** *Access Services Department, Malaspina College, Nanaimo*
Anne has assisted several hundred students with learning difficulties in both the public school system and the post-secondary education system. Anne's current responsibilities at Malaspina College's Access and Assessment Centre, include: assessments for non-traditional students on a one-to-one basis; provision of essential support services for students with difficulties; assistance to a wide variety of community transition programs (e.g. Nanaimo Correctional Centre, Drug and Alcohol Treatment Centres, MSSH and CEC alternate programs) that encourage non-traditional students to explore college as an option; and presentation of study skills workshops for students and instructors. Anne has taught in several B.C. communities and brings a practical point of view and a friendly, approachable style to her workshops.

Further Information:

Please note:

1. Participants in the Thursday workshop are asked to bring with them samples of their current teaching materials (any subject, any level) these will be used in the second sessionof that day. (See outline on page 2.)

2. Registration is by phone-in. If you find that you cannot attend after registering, please phone and cancel so that others who may be waitlisted can attend the workshop and so that we have accurate numbers for ordering lunches

3. Registration fees and travel subsidies will be handled on the days of the workshop.

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ADULT BASIC
EDUCATION
ASSOCIATION
OF BRITISH COLUMBIA
Charitable Registration #0750945-21-27

#27035 - 1395 Marine Drive, West Vancouver, B.C., Canada V7T 1H0 Tel: (604) 926-8960 Fax: (604) 925-3567

VANCOUVER ISLAND REGION
PROFESSIONAL DEVELOPMENT WORKSHOPS

When? Thursday and Friday, November 18-19th, 1993

Where? Malaspina College, 900 Fifth Street, Nanaimo
Note: ***Check room location for the workshops of your choice in program overview on back of this sheet.***

Who should attend? Instructors, Department Heads, Coordinators and Tutors working in adult basic education and literacy in institutional and community settings.

What are the costs? No registration fees. Participants will be responsible for their own lunches, other meals, and their accommodation. There are two cafeterias on campus and snacks will be provided during the day.

Is there a travel subsidy? Gas expense allowances will be available for out-of-town participants according to need. Car pools would be appreciated to help stretch the budget. If interested in the subsidy, please enquire when you phone to register.

How do I register? Registration will be on a phone-in basis. Please phone Jude Staffanson in the ABE office of Nanaimo Campus, Malaspina College at **755-8759** (between 8.30 a.m. and 4.00 p.m.) or Lynn Hunter at 755-8741.

Please note:

1. Participants in Moira's Thursday workshop are asked to bring with them samples of their current teaching materials (any subject, any level). These will be used in the second session of that day. (See outline on page 2.)

2. Registration is by phone-in. If you find that you cannot attend after registering, please **phone** Jude in the ABE office and cancel so that others who may be waitlisted can attend the workshop.

3. Travel subsidies will be handled on the days of the workshop.

VANCOUVER ISLAND REGION
PROFESSIONAL DEVELOPMENT WORKSHOPS
November 18-19th, 1993
Malaspina College
Nanaimo, B.C.

Timetable for both days:

8.30 - 9.00 a.m.	*Registration, Coffee and Muffins*
9.00 - Noon	Workshop (with mid-morning break)
Noon - 1 p.m.	*Lunch on own in cafeteria*
1.p.m. - 4.00 p.m.	Workshop (with mid-afternoon break)

Program Overview

THURSDAY, November 18th, 9 a.m. to 4.00 p.m. - Choose: EITHER A - An All day session, OR Half-day sessions B & C.

A. ***Topic:*** Strategies for Teaching Critical Thinking
Presenter: Moira Gutteridge, University College of the Fraser Valley, Abbotsford
Location: Vocational Building 180, Room 314

B1. ***Topic:*** The NEVER FAIL Method of Writing
Presenter: Kate Nonesuch, Instructor, Cowichan Campus, Malaspina College
Time: Thursday morning (Repeated Friday afternoon.)
Location: Vocational Building 180, Board Room

C1. ***Topic:*** Strategies for Teaching Reading
Presenter: Dr. Florence Pieronek, Department of Language Education, UBC
Time: Thursday afternoon (Repeated Friday morning.)
Location: Vocational Building 180, Board Room

FRIDAY, November 19th, 9 a.m. to 4.00 p.m. - Choose: EITHER An All day session - D or E - OR Half-day sessions C2 and B2 (topics and presenters as for Thursday).

D. ***Topic:*** Working with Students with Learning Difficulties
Presenter: Anne Erickson, Access Services, Malaspina College, Nanaimo
Location: Vocational Building 180, Room 313

E. ***Topic:*** Adult Learning Materials: What, Why and How?
Presenter: Suzanne Ives, Wordstream Press, Victoria READ Society
Location: Building 170
Note: Registration is limited to 10 persons in this workshop.

Thursday, November 18th:
SESSION A - All day - Vocational Building 180, Room 314
STRATEGIES FOR TEACHING CRITICAL THINKING

9.15 - 10.15 a.m. "Preparing for critical thinking instruction: making critical thinking accessible to your students"

In ABE classes, we see the full range of ability from skilled critical thinkers to students whose background and skills have not prepared them to express an opinion, much less to evaluate the ideas of others. We also see a full range of learning styles, from methodical step-by-step thinkers to intuitive, global, visual, and kinaesthetic learners. How do you make critical thinking accessible to all these people? We will discuss the strategies you can put in place in your classrooms and courses to make sure that all your students will be ready to engage in critical thinking.

10.30 a.m. - Noon "Resources and strategies for increasing critical thinking"

How do you get more critical thinking into your courses - and more out of your students? How do you check that the materials you are thinking of using really do promote "critical" thinking. How do you choose from the wide variety of approaches to critical thinking and the smorgasbord of materials on the market? This part of the workshop will outline the different approaches, demonstrate some useful generic exercises and recommend resources.

Note: Participants are asked to bring with them samples of their own instructional materials currently in use - any subject, any level.

1.15 - 2.15 p.m. "Incorporating critical thinking across the A.B.E. curriculum"

How can you fit in more critical thinking while still ensuring you cover the curriculum for your course? Building on the morning sessions, this part of the workshop will illustrate ways to incorporate critical thinking goals and techniques into existing A.B.E. courses in English, math and science.

2.30 - 3.45 p.m. "Strategies for dealing with individual difficulties in critical thinking"

Unexpected difficulties with critical thinking occur for people of all ages and ability levels. This workshop shows how to identify some common types of reasoning difficulties in students' written and oral responses, and offers suggestions for deciding when and how to intervene.

Presenter: Moira Gutteridge, *Philosophy Instructor, University College of the Fraser Valley Moira is a specialist in critical thinking instruction. Her current course focusses on critical thinking as an interactive process - a way to use one's present level of knowledge effectively as a basis for acquiring further knowledge and to contribute constructively to problems or disagreements. She has taught in the B.C. colleges since 1976 as a philosophy instructor and in ABE. She has taught English and math at various levels in the ABE programs at Fraser Valley, Douglas and Kwantlen Colleges in both self-paced classrooms and semester-based programs. Moira has a textbook, Constructive Critical Thinking which has been accepted for publication by Harcourt Brace Canada in the spring of 1995.*

Thursday, November 18th (contd.):
Session B1 - Half day - 9.00 a.m. to Noon - Vocational Building Board Room

The NEVER FAIL Writing Method
Tired of marking students' writing, especially when it doesn't seem to improve? Exasperated with non-completion of writing assignments? There is a way to get out of the rut! The NEVER FAIL writing method makes students aware of what they are doing right and builds on their success. The method is based on the fact that writing is a social act: writers write for readers. Students learn techniques published writers use to involve their audience. Kate has used the method successfully in her Fundamental, Intermediate and Advanced ABE classes. In her workshop, she will discuss the use of the method at all three levels. Participants will have a chance to work with student materials at a level that interests them.

***Presenter:* Kate Nonesuch,** *Instructor, Malaspina College, Duncan*
Kate teaches English and Math in the Developmental Education Department at the Cowichan Campus. She has used the NEVER FAIL Writing Method for the last five years. Kate is the co-author of several theme units recently published by the Ministry of Advanced Education for use at the Fundamental and Intermediate levels of ABE.

LUNCH - On Own in Cafeteria

Session C1 - Half day - 1.00 p.m. to 4.00 p.m. - Vocational Building Board Room

STRATEGIES FOR TEACHING READING - AN INTERACTIVE PROCESS MODEL
In this workshop, the emphasis will be on the reading processes involved in comprehending narrative and expository prose. Participants will be involved in hands-on activities to create awareness of the processes learners require for reading. The workshop will concentrate on:

- reading language process
- co-operative learning
- comprehension techniques
- study techniques.

***Presenter:* Dr. Florence Pieronek,** *Department of Language Education, UBC*
Florence received her doctorate from Boston University and has many years of experience working as a reading specialist and reading clinician in Canada. She has taught in the public school system as well as at the university level. She is involved in teacher education and has taught courses in adult literacy at UBC. Her area of specialization and research is content reading. Florence is a dynamic workshop presenter.

NOTE: These two half-day sessions will be repeated on Friday to give participants a choice of one-day presentations. **However, the order will be reversed on Friday - that is: Session C will be in the morning. Session B will be in the afternoon.**

Friday, November 19th:

Session D - All day - Building 180, Room 313
WORKING WITH STUDENTS WITH LEARNING DIFFICULTIES

9.00 - Break "Assessing the Student with Learning Difficulties - Suggestions for Classroom Instructors"

- Why do an Assessment?
- Tests that may be Useful
- Informal Testing
- Intake Forms

Break- Noon "Understanding Students with Learning Difficulties"

- Learning and Teaching Styles - various instruments
- Learning Modalities

1 p.m. - Break "Strategies for Teaching People with Learning Difficulties"

- Types of Learning Difficulties
- Study Tips

Break- End - Video & Discussion

Presenter: ***Anne Erickson,*** *Access Services Department, Malaspina College, Nanaimo*
Anne has assisted several hundred students with learning difficulties in both the public school system and the post-secondary education system. Anne's current responsibilities at Malaspina College's Access and Assessment Centre, include: assessments for non-traditional students on a one-to-one basis; provision of essential support services for students with difficulties; assistance to a wide variety of community transition programs that encourage non-traditional students to explore college as an option; and presentation of study skills workshops for students and instructors. Anne has taught in several B.C. communities and brings a practical point of view and a friendly, approachable style to her workshops.

* * *

Session E - All day (9 to 4) Building 170
ADULT LEARNING MATERIALS: WHAT, WHY AND HOW?
Note: *This is a hands-on creative workshop and numbers will be limited to* ***10*** *persons.*

In the first part of this workshop, participants will:

- examine existing learning materials
- discuss which materials works best
- look at "Guidelines for Assessing Adult Literacy Materials", and
- decide if there is a need for more learning materials.

After the discussion, participants will be involved in all of the steps necessary to produce a publication on the spot! This process will be helpful whether you are producing a publication on your own, working with a group of adult learners or co-workers or motivating learners to write. **N.B.** Please bring a sample of something you have created, something you find effective and/or ideas for new materials.

***Presenter: Suzanne Ives**, Coordinator, Wordstream Press, Victoria READ Society*
Suzanne has been involved in the adult literacy field for 10 years in Ontario and British Columbia, first as a volunteer tutor, then as a literacy coordinator and full-time practitioner. She has worked on literacy curriculum and is about to produce her eleventh publication with adult learners involved in every step!

Friday, Two half-day sessions:

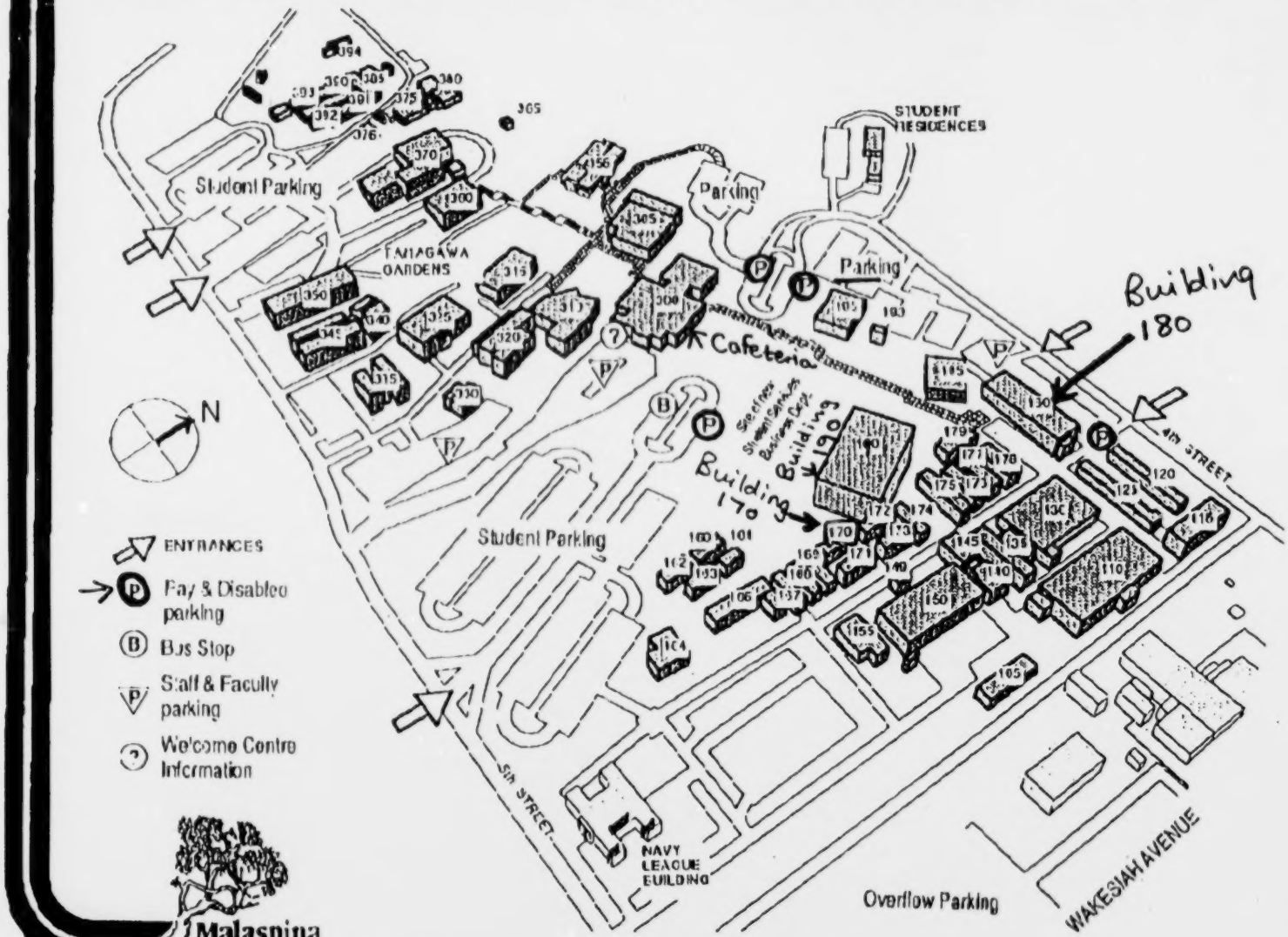
Session C2 - 9 a.m. to Noon, Vocational Board Room - *Strategies for Teaching Reading*
Presenter: Dr. Florence Pieronek

Session B2 - 1 p.m. to 4 p.m., Vocational Board Room- *NEVER FAIL Method of Writing*
Presenter: Kate Nonesuch

NOTE: These two sessions are repeats from Thursday. Please see program notes for that day.

* * * * * * * *

MALASPINA COLLEGE - CAMPUS PLAN



LIST OF BUILDING NUMBERS AND NAMES

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ADULT BASIC
EDUCATION
ASSOCIATION
OF BRITISH COLUMBIA
Charitable Registration #0750945-21-27

#27035 - 1395 Marine Drive, West Vancouver, B.C., Canada V7T 1H0 Tel: (604) 926-8960 Fax: (604) 925-3567

SAMPLE

REGIONAL PROFESSIONAL DEVELOPMENT WORKSHOPS PROJECT
WORKSHOP EVALUATION FORM

Location: _____ **Date:**_____

Name of presenter:_____

Name of Session:_____

Please circle the numbers below which best reflect your reactions to the workshop.

Key: 1 = Very Good; 2 = Good; 3 = Average; 4 = Poor; 5 = Not Applicable

CONTENT:

1.	Relevance of topic	1	2	3	4	5
2.	Speaker's knowledge of topic(s)	1	2	3	4	5
3.	Usefulness of handouts and other materials	1	2	3	4	5
4.	Meaningfulness of group activity or discussion	1	2	3	4	5

PROCESS:

5.	Effectiveness of presentation	1	2	3	4	5
6.	Level of group participation and involvement	1	2	3	4	5
7.	Effectiveness of audiovisual aids	1	2	3	4	5
Overall rating of workshop presentation		1	2	3	4	5

Additional comments about workshop:

Any other comments or recommendations you would like to make to the ABEABC about professional development opportunities for practitioners in B.C. (Use back of sheet.)

SAMPLE SUMMARY

ABEABC P.D. WORKSHOP EVALUATION

Name of presenter:

Name of Session:

SUMMARY OF SCORES FROM EVALUATION SHEETS (12 submitted)

Key: 1 = Very Good; 2 = Good; 3 = Average; 4 = Poor; 5 = Not Applicable

CONTENT:		**1**	**2**	**3**	**4**	**5**
1.	Relevance of topic	**10**	2			
2.	Speaker's knowledge of topic(s)	**12**				
3.	Usefulness of handouts and other materials	**9**	3			
4.	Meaningfulness of group activity or discussion	**10**	2			
PROCESS:						
5.	Effectiveness of presentation	**11**	1			
6.	Level of group participation and involvement	**10**	2			
7.	Effectiveness of audiovisual aids	7	5			
Overall rating of workshop presentation		**12**				

Additional comments about workshop:
"This was a wonderful and stimulating workshop."
"Very good workshop - useful information. Thank you."
"Very useful. - much food for thought."
"Practical, participatory, can be applied in many situations. Useful. More please!"
"Great!"
"Excellent - lots of food for thought - many good ideas!"
"Enjoyed it very much, would be useful for so many instructors!"
"Interesting - many good ideas. "
"I appreciate the handout of the resource materials. It is always helpful to come together to share our situations, strategies, successes, etc."
"Well-paced - good time for discussion."

ADULT BASIC EDUCATION ASSOCIATION OF BRITISH COLUMBIA
Charitable Registration #0750945-21-27

#27035 - 1395 Marine Drive, West Vancouver, B.C., Canada V7T 1H0 Tel: (604) 926-8960 Fax: (604) 925-3567

SAMPLE

REGIONAL PROFESSIONAL DEVELOPMENT WORKSHOPS PROJECT

EXPENSE GUIDELINES

a. Accommodation: Ask for government rate (Ministry of Advanced Education or Multiculturalism and Citizenship Canada). To a maximum of $75.00 per night.

b. Travel: - Economy airfare
Car mileage at $0.30 per km. (not to exceed equivalent airfare)
Airport bus
Taxis only when necessary
Parking to a maximum of $7.00 a day
Ferry fares where applicable

c. Meals: per diem rate of $35.00, otherwise, breakfast @ $10.00, Lunch @ $10.00 dinner @ $15.00
no claim for meals included in the meeting plan or on air trips

Note: The ABEABC is a non-profit organization, any savings which can be made on expenses e.g. getting Saturday night over fares if applicable, or other discounts, would help spread the resources further for this project. Should there be any guidelines which are not detailed above and for which you require information, please contact the project coordinator, Audrey Thomas.

Please keep your receipts, and forward them with your expense claim form to:

Audrey M. Thomas,
2043 Swanson Place,
Victoria, B.C., V8P 1Y5

SAMPLE

ADULT BASIC EDUCATION ASSOCIATION OF BC
EXPENSE CLAIM FORM

REGIONAL PROFESSIONAL DEVELOPMENT WORKSHOPS PROJECT – NANAIMO EVENT

Date: _____

Name: _____

Address: _____

_____

Expenses incurred from _____ to _____

EXPENSES (Please attach all available receipts)

Claimant's own vehicle _____ kilometres @ 30/km	$_____
Ferry - including vehicle and occupants(s)	_____
Taxi/Car Rental/Airport Limo/Bus	_____
Air Fare	_____
Hotel/Motel (accomodation only)	_____
Meals (including gratutities)	_____
Telephone	_____
Teleconferences	_____
Postage	_____
Photocopying and printing costs	_____
Supplies	_____
Word processing	_____
Promotion	_____
Miscellaneous(please specify)	_____

TOTAL CLAIMED $ _____

Signature of Claimant _____

Please photocopy receipts and your completed expense form for your records.

FOR OFFICE USE ONLY

Date and no. of claim payment cheque _____

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ADULT BASIC EDUCATION ASSOCIATION OF BRITISH COLUMBIA
Charitable Registration #0750945-21-27

#27035 - 1395 Marine Drive, West Vancouver, B.C., Canada V7T 1H0 Tel: (604) 926-8960 Fax: (604) 925-3567

SAMPLE

REGIONAL PROFESSIONAL DEVELOPMENT WORKSHOPS PROJECT

WORKSHOP HONORARIUM

Date of presentation(s): _____

City where workshop took place: _____

Honorarium amount agreed upon: $300.00 a day ..... $ _____
$150.00 half day

Name of presenter: _____

Mailing address: _____

_____

_____

_____

Signature: _____

Date: _____

Please fill in and hand to Audrey Thomas at the workshop or mail it with your expense sheet and receipts to Audrey at:

2043 Swanson Place
Victoria, B.C., V8P 1Y5

SAMPLE

csp 929330
Adult Basic Education Association of B.C.
Professional Development Workshops
Lower Mainland Region

TRAVEL SUBSIDY

Gas allowances are available to workshop participants, according to need, for round-trips of over 100 km. The subsidy is provided as follows:

For 100 - 250 km:	$25.00
For 250 - 500 km:	$50.00
For 500+ km:	$75.00

To apply for the subsidy please fill out the information requested below:

Name: _____

Address: _____

_____

_____

Phone: _____

What was your round trip distance?: _____ kilometers

Please mail this completed form to the project coordinator by November 15, 1993:

Audrey Thomas, Project Coordinator
Regional Professional Development and Needs
Assessment Project
2043 Swanson Place
Victoria, B.C.
V8P 1Y5

ALCC 93/94
word/1/subsidy.doc2